

**BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1939-1940**

**FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION**

Bulletin, 1941, No. 3

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BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1939-1940

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INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The fourteenth¹ edition of the Bibliography of Research Studies in Education, 1939-40, covers the school year September 1939 through August 1940 and lists 4,012 theses and studies reported by 133 institutions, several of which had not reported previously. It lists 674 doctors' dissertations, 3,183 masters' theses, and 155 studies reported as faculty research.

Colleges and universities granting graduate degrees in education, institutions carrying on graduate work in music and theology, and some institutions in which only faculty members conduct research in education, have reported the studies listed.

The entries give the author, title, degree, and date when the thesis was completed, the name of the institution granting the degree, number of pages, and a brief descriptive note. The place and date of publication are given wherever possible. Annotations for a number of studies were made in this Office; others were furnished by the persons reporting the studies.

The bibliography covers many timely topics in the several fields of education: Current educational conditions in the United States; Federal aid for education; Civilian Conservation Corps; democracy and education; training for the use of leisure time; curriculum making and subjects of the curriculum; the effect of current educational and social conditions on education; the training and status of teachers; the education of racial and exceptional groups; and the various types of libraries and their use.

Many of the studies listed are available for consultation in public and institutional libraries, while the printed material can generally be obtained from the publishers. The U. S. Office of Education publications can be obtained directly from the Superintendent of Documents, Washington, D. C. Unpublished theses are indicated by the abbreviation "ms." after the number of pages, signifying that the study is in

¹ Earlier bulletins in the series are: 1926-27, Bulletin, 1928, No. 2; 1927-28, Bulletin, 1929, No. 36; 1928-29, Bulletin, 1930, No. 23; 1929-30, Bulletin, 1931, No. 13; 1930-31, Bulletin, 1932, No. 16; 1931-32, Bulletin, 1933, No. 6; 1932-33, Bulletin, 1934, No. 7; 1933-34, Bulletin, 1935, No. 5; 1934-35, Bulletin, 1936, No. 6; 1935-36, Bulletin, 1937, No. 6; 1936-37, Bulletin, 1938, No. 5; 1937-38, Bulletin, 1939, No. 5; 1938-39, Bulletin, 1940, No. 5.

typewritten or mimeographed form. An asterisk (*) indicates theses, and a dagger (†) the faculty studies which are on file in the library of the U. S. Office of Education, and which may be borrowed through the interlibrary loan system. All masters' and doctors' theses received during the period covered by the bibliography have been starred, indicating that they are available for loan, regardless of the date on which the degree was granted, or the date of publication. Except in a few cases where the thesis had not previously been reported to the U. S. Office of Education, those for years earlier than 1939-40 are given without a descriptive note. Theses not on file in this Office may usually be secured through interlibrary loan directly from the institutions under whose supervision they were made.

Number of research studies in the various fields of education, 1939-40

Subject	Doctors'	Masters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography.....	20	94	22	5	2
2. Current educational conditions—United States.....	12	80	5	5	1
3. Current educational conditions—foreign countries.....	21	19	8	2	1
4. Educational theories, special methods.....	39	126	19	9	2
5. Psychology—educational and child study.....	29	36	9	1	1
6. Testing and research.....	41	132	32	43	29
7. Curriculum studies, including subjects of the curriculum.....	199	1,195	171	35	5
8. Elementary education, including preschool.....	26	84	12	1	1
9. Secondary education, including junior college.....	33	194	20	2	1
10. Higher education.....	37	107	24	14	4
11. Adult education, including parent education.....	11	33	7	1	1
12. Teacher training, and teacher status.....	61	172	28	6	3
13. Administration of schools and school management.....	80	551	68	22	9
14. School buildings, equipment, and janitors.....	4	73	6	1	1
15. Sociology, education.....	19	30	25	2	1
16. Racial groups, education.....	15	110	32	3	1
17. Exceptional groups.....	23	74	24	1	1
18. Libraries.....	4	83	3	2	1
Total.....	674	3,193	515	155	61

The thesis collection in the library of the U. S. Office of Education now numbers more than 4,400 masters' and doctors' theses which have been deposited by 72 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made this library a depository for all theses in education, in order that they may be readily available for the use of students and other persons interested in educational research. The collection is in constant use in Washington and in libraries throughout the United States. Theses have also been loaned to libraries in foreign countries.

The U. S. Office of Education appreciates the cooperation of authors and institutions of higher education in reporting theses and faculty research, and in depositing copies in the library. In order that the collection may be as complete as possible from 1930 to date, the library

will be glad to receive copies of theses, especially doctors', completed within that period, which have not already been deposited.

Copies of the form used in collecting data for this bibliography will be sent on request. It is hoped that in addition to the theses completed in the schools of education of the various colleges and universities, all theses dealing with any phase of education will be reported, including those dealing with professional training, personnel problems of the students, personality traits desirable for persons entering professions, and various problems of the professional schools, as well as the development of the curricula of the graduate departments of the universities.

RETURN TO—

EDUCATIONAL RESEARCH STUDY COMPLETED

(FILL IN ITEMS APPLICABLE)

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

DATE _____, 19____
Author(s) of study _____ Position _____
Title of study _____
(Attach copy of study if available)
Institution or agency _____ Location _____
Under direction of what department _____ Year completed _____
If theses, give Number of Number of typed or
college and degree _____ printed pages _____ mimeographed pages _____
Publisher and date, if printed _____
Scope of study _____
Findings _____

(USE REVERSE SIDE IF NECESSARY)

This report made by _____

ABBREVIATIONS

The list of abbreviations, with the name and address of the institution to which each refers, is given below: (*) indicates institutions from which theses were received during the school year 1939-40.

ABBREVIATION	INSTITUTION
Agr. and Mech. Coll. of Texas-----	Agricultural and Mechanical College of Texas, College Station, Tex
Alabama -----	University of Alabama, University, Ala.
Ala. Poly. Inst.-----	Alabama Polytechnic Institute, Auburn, Ala.
Andover-Newton -----	Andover-Newton Theological School, Newton Center, Mass.
Arizona -----	University of Arizona, Tucson, Ariz.
Ariz. St. T. C.-----	Arizona State Teachers College, Flagstaff, Ariz.
Ariz. St. T. C., Tempe-----	Arizona State Teachers College, Tempe, Ariz.
Ball St. T. C.-----	Ball State Teachers College, Muncie, Ind.
Baylor-----	Baylor University, Waco, Tex.
Biblical Seminary-----	Biblical Seminary in New York, New York, N. Y.
Boston Coll.-----	Boston College, Chestnut Hill, Mass.
*Boston Univ.-----	Boston University, Boston, Mass.
Bowling Green-----	Bowling Green State University, Bowling Green, Ohio.
Brigham Young-----	Brigham Young University, Provo, Utah.
Brown-----	Brown University, Providence, R. I.
Buffalo-----	University of Buffalo, Buffalo, N. Y.
*California -----	University of California, Berkeley, Calif.
Canisius-----	Canisius College, Buffalo, N. Y.
*Catholic Univ.-----	Catholic University of America, Washington, D. C.
*Chicago-----	University of Chicago, Chicago, Ill.
Chicago Theological-----	Chicago Theological Seminary, Chicago, Ill.
Cincinnati -----	University of Cincinnati, Cincinnati, Ohio.
Clark-----	Clark University, Worcester, Mass.
Coll. of the City of N. Y.-----	College of the City of New York, New York, N. Y.
Coll. of the Pacific-----	College of the Pacific, Stockton, Calif.
Colorado-----	University of Colorado, Boulder, Colo.
Colo. St. Coll.-----	Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colo.
Colo. St. Coll. of Ed.-----	Colorado State College of Education, Greeley, Colo.
*Columbia-----	Columbia University, New York, N. Y.
Cornell-----	Cornell University, Ithaca, N. Y.
Drake-----	Drake University, Des Moines, Iowa.
Duke-----	Duke University, Durham, N. C.
*East Baptist-----	Eastern Baptist Theological Seminary, Philadelphia, Pa.

ABBREVIATION	INSTITUTION
East Texas St. T. C.-----	East Texas State Teachers College, Commerce, Tex
Fla. St Coll-----	Florida State College for Women, Tallahassee, Fla.
Fordham-----	Fordham University, New York, N. Y.
Fort Hays Kans. St. Coll-----	Fort Hays, Kansas State College, Hays, Kans.
*George Washington-----	George Washington University, Washington, D. C.
Georgia-----	University of Georgia, Athens, Ga.
*Hampton-----	Hampton Institute, Hampton, Va.
Hartford-----	Hartford School of Religious Education, Hartford, Conn.
*Harvard-----	Harvard University, Cambridge, Mass.
Hawaii-----	University of Hawaii, Honolulu, Hawaii
*Howard-----	Howard University, Washington, D. C.
Huff-----	Huff School of Theology, Denver, Colo.
Illinois-----	University of Illinois, Urbana, Ill.
*Indiana-----	Indiana University, Bloomington, Ind.
Ind. St. T. C.-----	Indiana State Teachers College, Terre Haute, Ind.
*Iowa-----	State University of Iowa, Iowa City, Iowa.
*Iowa State-----	Iowa State College, Ames, Iowa.
Iowa St. T. C.-----	Iowa State Teachers College, Cedar Falls, Iowa.
*Johns Hopkins-----	Johns Hopkins University, Baltimore, Md.
Jordan Conservatory-----	Arthur Jordan Conservatory of Music, Detroit, Mich.
Kansas-----	University of Kansas, Lawrence, Kans.
Kans. St. Coll-----	Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
*Kans. St. T. C., Emporia-----	Kansas State Teachers College, Emporia, Kans.
Kans. St. T. C., Pittsburg-----	Kansas State Teachers College, Pittsburg, Kans.
*Kentucky-----	University of Kentucky, Lexington, Ky.
Louisiana State-----	Louisiana State University, Baton Rouge, La.
*Louisville-----	University of Louisville, Louisville, Ky.
Loyola-----	Loyola University, Chicago, Ill.
*Maine-----	University of Maine, Orono, Maine.
Marquette-----	Marquette University, Milwaukee, Wis.
*Maryland-----	University of Maryland, College Park, Md.
Michigan-----	University of Michigan, Ann Arbor, Mich.
*Minnesota-----	University of Minnesota, Minneapolis, Minn.
Missouri-----	University of Missouri, Columbia, Mo.
Montana-----	University of Montana, Missoula, Mont.
*Nebraska-----	University of Nebraska, Lincoln, Nebr.
*N. J. St. T. C.-----	New Jersey State Teachers College, Trenton, N. J.
New Mexico-----	University of New Mexico, Albuquerque, N. Mex.
*New York-----	New York University, New York, N. Y.

ABBREVIATION	INSTITUTION
N. Y. St. Coll. for Teach.....	New York State College for Teachers, Albany, N. Y.
N. Y. St. T. C.....	New York State Teachers College, Buffalo, N. Y.
Niagara.....	Niagara University, Niagara Falls, N. Y.
North Carolina.....	University of North Carolina, Chapel Hill, N. C.
*North Dakota.....	University of North Dakota, Grand Forks, N. Dak.
North Texas St. T. C.....	North Texas State Teachers College, Denton, Tex.
Northwestern.....	Northwestern University, Evanston, Ill
*Notre Dame.....	University of Notre Dame, Notre Dame, Ind
Oglethorpe.....	Oglethorpe University, Atlanta, Ga
*Ohio State.....	Ohio State University, Columbus, Ohio.
Ohio Univ.....	Ohio University, Athens, Ohio.
*Oklahoma.....	University of Oklahoma, Norman, Okla
Okla. A & M Coll.....	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
Oregon.....	University of Oregon, Eugene, Oreg.
*Oregon St. Coll.....	Oregon State College, Corvallis, Oreg.
*Peabody.....	George Peabody College for Teachers, Nashville, Tenn.
*Pennsylvania.....	University of Pennsylvania, Philadelphia, Pa.
*Penn. State.....	Pennsylvania State College, State College, Pa.
Pittsburgh.....	University of Pittsburgh, Pittsburgh, Pa.
Puget Sound.....	College of Puget Sound, Tacoma, Wash.
Radcliffe.....	Radcliffe College, Cambridge, Mass.
Redlands.....	University of Redlands, Redlands, Calif.
Rutgers.....	Rutgers, University, New Brunswick, N. J.
*St. Bonaventure.....	St. Bonaventure College, St. Bonaventure, N. Y.
St. Johns.....	St. Johns University, Brooklyn, N. Y.
St. Louis.....	St. Louis University, St. Louis, Mo.
Seton Hall.....	Seton Hall College, Newark, N. J.
Smith.....	Smith College, Northampton, Mass.
South Dakota.....	University of South Dakota, Vermillion, S. Dak.
Southern Baptist.....	Southern Baptist Theological Seminary, Louisville, Ky.
*Southern California.....	University of Southern California, Los Angeles, Calif.
Southwestern St. T. C.....	Southwestern State Teachers College, San Marcos, Tex.
*Stanford.....	Stanford University, Stanford University, Calif.
St. Coll. of Wash.....	State College of Washington, Pullman, Wash.
*St. T. C., Fitchburg.....	State Teachers College, Fitchburg, Mass.
St. T. C., North Adams.....	Massachusetts State Teachers College, North Adams, Mass.

ABBREVIATION	INSTITUTION
St. T. C., Upper Montclair-----	States Teachers College, Upper Montclair, N. J.
Stout-----	Stout Institute, Menomonie, Wis.
*Syracuse-----	Syracuse University, Syracuse, N. Y.
*T. C., Col. Univ-----	Teachers College, Columbia University, New York, N. Y.
*Temple-----	Temple University, Philadelphia, Pa.
*Tennessee-----	University of Tennessee, Knoxville, Tenn.
*Texas-----	University of Texas, Austin, Tex.
*Texas Coll. of Arts and Inds.-----	Texas College of Arts and Industries, Kingsville, Tex.
Texas Tech. Coll-----	Texas Technological College, Lubbock, Tex.
Tulane-----	Tulane University of Louisiana, New Orleans, La.
Union Theological-----	Union Theological College, New York, N. Y.
Utah-----	University of Utah, Salt Lake City, Utah.
Vanderbilt-----	Vanderbilt University, Nashville, Tenn.
Virginia-----	University of Virginia, Charlottesville, Va.
Va. Poly. Inst-----	Virginia Polytechnic Institute, Blacksburg, Va.
Washington-----	University of Washington, Seattle, Wash.
Wellesley-----	Wellesley College, Wellesley, Mass.
West. St. Coll-----	Western State College, Gunnison, Colo.
West Texas St. T. C-----	West Texas State Teachers College, Canyon, Tex.
West Virginia-----	West Virginia University, Morgantown, W. Va.
Western Reserve-----	Western Reserve University, Cleveland, Ohio.
Wisconsin-----	University of Wisconsin, Madison, Wis.
Wittenberg-----	Wittenberg College, Springfield, Ohio.
Wyoming-----	University of Wyoming, Laramie, Wyo.
*Yale-----	Yale University, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION

1939-40

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1939. T. C., Col. Univ." signifies a master's thesis completed in 1939 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on page xi.)

*Indicates theses on file in the U. S. Office of Education Library and available for interlibrary loan unless they are printed in periodicals, i. e. Archives of Psychology and Genetic Psychology Monographs. †Indicates faculty research and other studies which are on file in the Library, where they may be consulted.

Unmarked theses and faculty research studies probably can be borrowed on interlibrary loan by writing to the institution in which the study was made.

Entries are included for each of the field studies in the series required in partial fulfillment of the requirements for the doctor's degree, i. e., Colorado State College of Education.

EDUCATION—HISTORY

1. Aucoin, Raymond B. The history of public education in Evangeline Parish, Louisiana. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 44)

Traces developments in public education from 1911 to 1938, showing the growth in the number of high schools, and the elimination of several elementary schools by consolidation.

2. Avant, Louis. History of education in New Mexico since the American occupation. Master's, 1940. New Mexico. 109 p. ms.

*3. Ballou, Richard Boyd. The grammar schools in seventeenth century Colonial America: a study of the grammar schools in New England, New Amsterdam and New York, Pennsylvania, Virginia and Maryland, with special reference to the ideas which led to their establishment and influenced their early history. Doctor's, 1940. Harvard. 433 p. ms.

Discusses the European antecedents of the grammar schools; New England grammar schools in the seventeenth century; Latin schools in New Netherlands and New York; higher schools in Pennsylvania; grammar schools in Virginia; in Maryland, the Jesuits and the ratio studiorum; and tradition in transition.

4. Bane, Laverne Clarence. The development of education in Utah, 1870 to 1896. Doctor's, 1940. Stanford. (Abstract *in*: Stanford university. Abstracts of dissertations . . . : 178-83)

Discusses economic factors influencing Utah's educational development; school administration; building programs delayed by lack of legislation; legislative action and its effect on the size of the school population; development of teacher certification requirements; public secondary education prior to statehood; public school growth; and the development and death of the various church schools in Utah.

5. Banyas, Frank A. The Moravians of colonial-Pennsylvania: their arts, crafts and industries. Master's, 1940. Ohio State. 117 p. ms.

Describes the educational and industrial contributions of the Moravian missionaries to the early development of Pennsylvania.

6. Barker, William Franklin. The history of education in Wise county. Master's, 1940. North Texas St. T. C.

7. Black, James W. History of education in Cochise county. Master's, 1940 Arizona. 123 p. ms. (Abstract in: University of Arizona record, vol. 34: 10)

Traces important factors and events in the history of mining, railroading, cattle raising and other occupations, and their relation to the general development of the elementary and secondary schools of the county.

*8. Brown, Doris Ballard. Study of Freer, Texas—the historical background for the educational system. Master's, 1940. Texas Coll. of Arts and Indus. 72 p. ms.

9. Brown, George Carl. History of public education in the city of Asheville, North Carolina. Master's, 1940. Maryland.

10. Bryan, Gerald C. The history of education in Winnebago county, Iowa. Master's, 1940. Iowa.

11. Burnet, Aminta C. Nathalia. Education in the Virgin Islands under Denmark and the United States. Master's, 1940. Coll. of the City of N. Y. 130 p. ms.

12. Byar, Thomas Madison. The historical development of a small city school system, Lockland, Ohio. Master's, 1940. Cincinnati. 196 p. ms.

Traces the development of the Lockland school system from 1851 to 1935, and compares the present system with similar systems. Discusses the shift of responsibility from the school board to the superintendent. Finds that administration of the school system has improved as the tenure of board members has increased.

13. Callihan, Margaret. A history of St. Helen's hall. Master's, 1940. Oregon.

14. Carter, Cecil A. History of education in Clayton county, Iowa. Master's, 1940. Iowa.

15. Christensen, John E. History of teacher unions. Master's, 1940. Ariz St. T. C., Tempe. 110 p. ms.

Reviews periodical literature on the formation, growth, and activities of American teachers' unions, and opposition to them.

†16. Cole, Arthur C. A hundred years of Mount Holyoke college: the evolution of an educational ideal. New Haven, Yale university press, 1940. 426 p. (Western Reserve university)

Traces the history of Mount Holyoke college from 1837 to 1940, relating its history to the changing concepts of education, and the widening of opportunities for women.

†17. Couper, Colonel William. One hundred years at V. M. I. Richmond, Va., Garrett and Massie, Inc., 1939. 2 vols.

*18. deMauri, Johnnie Mae. The history of Kenedy county. Master's, 1940 Texas Coll. of Arts and Inds. 55 p. ms.

Describes the geography, people, Kenedy ranch, communities and schools of the county. Studies length of the school term; salaries of the teachers; type of certificates held by the teachers; occupations of the parents; and ratio of Anglo-culture to Spanish-culture pupils from 1911 to 1938, inclusive.

19. Doub, Charles Abner. The history of education in St. Mary's county, Maryland, prior to 1900. Master's, 1939. Maryland.

*20. Drazin, Nathan. History of Jewish education from 515 B. C. E. to 220 C. E. (During the periods of the Second commonwealth and the Tannaim). Doctor's, 1937. Johns Hopkins. Baltimore, Johns Hopkins press, 1940. 157 p. (Johns Hopkins university. Studies in education, no. 29)

21. Eggink, Henry G. History of education in Sioux county, Iowa. Master's 1940. Iowa.

22. Evants, Florence J. Women in Arizona education, territorial days, 1863-1912. Master's, 1940. Ariz. St. T. C., Tempe. 99 p. ms.

23. Farrell, Robert Francis. Apprenticeship education in medieval Europe and the United States. Master's, 1940. Stanford.

24. Farren, Edward Joseph. The Department of education of the National Catholic welfare conference, 1919-1938. Master's, 1940. St. Louis. 187 p. ms.

25. FitzWilliam, *Mother Mary* Columba. Relations of the Ursuline community of New Orleans with other Ursuline communities from 1727-1803. Master's, 1940. St. Louis. 40 p. ms.

26. Forbes, Bennie M. The history of education in Rockwall county. Master's, 1940. East Texas St. T. C. 101 p. ms. (Abstract in: East Texas state teachers college. Graduate studies, 1940: 29)

Traces the educational development of the county, stressing the organization and continuous existence of each school district in the area. Shows the lack of uniformity in the tax rate, and the superior educational opportunities afforded in the larger, independent districts.

27. Friedl, Joseph James. A history of education in McDowell county, West Virginia. Master's, 1940. Kentucky. 133 p. ms.

Describes the early schools and pioneer attempts to establish a free public school system prior to 1910; the period of rapid expansion of the public school system from 1910 to 1933 in its attempts to keep pace with the rapid industrial expansion due to the development of the coal industry; the development of the county unit system in 1933; and the growth of education since that date.

28. Furr, Era Mae. History of education in Dade county, Florida. Master's 1940. Oglethorpe. 92 p. ms.

Traces the growth and development of education in the county, and discusses the administrative problems peculiar to the county.

29. Garrison, Charles H. The early history and development of the industries and schools of Anderson County, Kansas. Master's, 1940. Kans. St. T. C., Pittsburg. 65 p. ms.

30. Gasser, Elizabeth. The history of the Owensboro public schools. Master's, 1940. Kentucky. 222 p. ms.

Traces the development of the public-school system of Owensboro from its beginning in 1871, to June 1940.

31. Gundaker, Erwin Ludwig. History of education in Tama county, Iowa. Master's, 1940. Iowa.

*32. Hagberg, Florence E. Changing orientations of State education associations as revealed in their journals during 1919-1938, with emphasis on 1929-1938. Doctor's, 1940. New York. 433 p. ms.

Studies the journals of 20 State educational associations. Finds that the editorials concern themselves with support of schools; legislation and administration; public relations of the school; economic status of the teachers; and the program and functions of teacher organizations.

33. Hammer, Ralph O. The historical development of the El Dorado schools. Master's, 1940. Kans. St. T. C., Pittsburg. 63 p. ms.

Covers the period from the organization of the El Dorado school district in 1861 through the construction of the most recent building as a W. P. A. project.

34. Hersh, Bessie. The School of nature league: its history, organization, and educational contributions. Master's, 1940. Cornell. 122 p. ms.

Studies the growth of the league from 1892 to 1940, including its use in the classroom, its publications, and its camp opportunities for children at home and out of school.

35. Highland, Harry Joseph. Factors influencing public elementary education in the State of Ohio, 1787-1850. Master's, 1940. Coll. of the City of N. Y. 153 p. ms.

36. Hines, Fred Philip. The development of education in De Baca county, New Mexico. Master's, 1940. Texas.

37. Holstun, Gordon Robinson. History of education in Upson county, Georgia. Master's, 1940. Ala. Poly. Inst.

38. Huff, George Adams. Public education in Louisiana during the reconstruction period, 1866-1876. Master's, 1939. Louisiana State. (Abstract in Louisiana State university. Bulletin, vol. 32 N. S. : 133-34)

Finds that one of the major obstacles in the way of public school development in Louisiana during this period was the attempt to enforce the establishment of mixed schools for white and Negro children; that the unpopular and injudicious State superintendents retarded the progress of public school education; that outside of New Orleans, the public schools were poorly organized and administered due to the lack of qualified teachers, adequate supervision, and interest on the part of the white people who were competent to look after schools.

39. Hyma, George A. The super-structure of Nebraska education in the first eight years of statehood. Master's, 1940. Nebraska. 109 p. ms.

Studies the literature of the period 1867-1875 to determine the attitude of pioneers toward education. Shows that the Act of 1867 specified that county superintendents authorize the establishment of school districts in their respective counties; that each district select a board of education of three members; that in 1869 a law was passed enabling two districts to unite; that during the same session the University of Nebraska was planned. Finds that courses of study were not standardized; that teachers were poorly trained, and received low salaries; but that a system of education had been born.

40. Jackson, Sidney L. The idea of education in New England and New York, 1827-1842. Doctor's, 1940. T. C., Col. Univ.

Finds that education was at all times enmeshed in consideration of social and political control; that it was a weapon in the struggles between industrial capitalism and agriculture, and between class groups within both areas; that education was at no time the paramount issue.

41. Jenkins, Blanche. Public education in Maryland, 1868-1875. Master's, 1940. Maryland.

42. Jones, Clinton Edward. The education of the laboring classes in Virginia prior to 1775. Master's, 1940. Michigan.

43. Julian, Elizabeth A. The dual system of education in the South. Master's, 1939. Ind. St. T. C. 100 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11 : 144-45, July 1940)

Attempts to determine the reason for the establishment of a dual system of education in the South; its administration, and whether it was fair to both races; the cost of the dual system, and whether it is possible to continue it in the face of changing conditions. Finds that it is an outgrowth of conditions arising from the War Between the States when the education of the Negroes of the communities became the duty of the various States and white people refused to send their children to schools attended by Negroes; that the funds for education are unequally distributed between the white and Negro schools; and that more adequate school buildings and transportation are provided for white children.

44. Keenan, Joseph. The development of public education in Warren county. Master's, 1940. N. Y. St. Coll. for Teach.

45. Kelleher, Eleanor. Origin and influence of the Jesuit ratio of 1599. Master's, 1940. St. T. C., North Adams. 50 p. ms.

Shows that the Jesuit ratio of 1599 grew out of earlier educational ideas and in the centuries directly following its foundation it had great influence. Concludes that it holds many of the ideas for which educators are looking today.

46. Kempf, Adolph. A historical sketch of the development of education in McIntosh county, North Dakota. Master's, 1940. Washington. 80 p. ms.

Finds that the school systems in the county have prospered, and that due to the drought they have been supported almost wholly by Federal subsidy.

47. Kilpatrick, Charles Francis. The development of education in the Glenwood public schools, Glenwood, Texas. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 65-66)

Traces the history of the schools from 1851 to date.

48. Lovejoy, John Glen. Educational history of Bremer county, Iowa. Master's, 1940. Iowa.

49. McIntosh, Ralph. History of education in Boone county. Master's, 1940. Kentucky. 125 p. ms.

Gives a summary of the historical and geographical background of the county and the development of education, stressing buildings, length of term, attendance, curriculum, teachers' qualifications and salaries, financial support, trustees, and Negro education. Recommends the consolidation of a number of schools; transportation in keeping with the consolidation program and with road construction; supervision by a competent supervisor; and strict enforcement of the compulsory attendance laws.

50. McMullin, E. E. History of education in Grayson county. Master's, 1940. Kentucky. 144 p. ms.

Discusses types of schools, subjects, teachers, attendance, districts and buildings, financial support, and school officials, emphasizing developments in recent years.

51. Marth, William Conroy. The history of education in Talbot county, Maryland, to 1865. Master's, 1940. Maryland.

52. Martin, I. Keith. History of education in Pocahontas county, Iowa. Master's, 1940. Iowa.

53. Meadows, Adrian I. History of education in Posey county. Master's, 1939. Ind. St. T. C. 102 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 145, July 1940)

Shows that the early schools were private schools subscribed to by the patrons; that the Rappites placed little emphasis on schools and education because of celibacy, there were few children, that the few who planned to study medicine were sent to college, and the others went into some trade at 14. Discusses the theories of Robert Owen, who wished to place children at the age of two in school at the expense of the public, and have them taught by the Pestalozzian method. Describes the educational attempts of William Maclure, who was interested in the industrial school in which the pupils were to earn their way through school by working in industries. Shows that the various movements were carried on until they were incorporated in the school systems of today.

54. Miller, Norton Elwood. The development of education in Gila county. Master's, 1940. Arizona St. T. C. 67 p. ms.

55. Mobberly, C. R. A survey of the effects of the foundation program and other State aid legislation on the Monroe County schools. Master's, 1940. Ohio State. 94 p. ms.

Traces the educational development of the county, stressing the years 1906, 1914, and 1935 and their effect on the schools.

*56. Moffitt, John Clifton. The development of centralizing tendencies in educational organization and administration in Utah. Doctor's, 1940. Chicago. Chicago, University of Chicago libraries, 1940. 154 p.

Discusses the background of the Mormon village schools; centralization of education through university control; evolution of consolidation of schools within the county; the county as a unit in central control of education; expansion of control within the State board of education; leadership of the superintendent of public instruction; and the transfer of school costs to State and county sources.

57. Moore, Anderson Bell. History of education in Gallatin county, Kentucky. Master's, 1939. Kentucky. 84 p. ms.

Traces the history of education in the county from the early land grants made in 1804 to the present; and considers the contributions of both private and public schools.

*58. Morrissey, Thomas F. A history of the Greenfield public school system since the Civil War. Master's, 1940. St. T. C., Fitchburg. 202 p. ms.

Traces the evolution of the school system from 1805 to 1938, and shows how the town dealt with its educational problem. Discusses school buildings, school costs, curriculum, school population, school control, and associate organizations.

59. O'Day, Roger V. History of Utica academy, 1813-1853. Master's, 1940. Canisius. 52 p. ms.

Gives a history of the academy at Utica, N. Y. from its founding until it became a public school

60. Ostrander, Chester B. A history of public education in the County of Essex, New York. Master's, 1940. N. Y. St. Coll. for Teach.

61. Parker, Paul E. The development of education in Coconino county. Master's, 1939. Arizona. (Abstract in: University of Arizona record, vol. 34: 51-52)

Shows that growth of school districts and school population was slow until about the time of the World War; that through consolidation of schools and urban tendencies of the population, the number of schools decreased one-third, but there was a steady increase in average daily attendance of pupils during the last decade. Concludes that there is a growing tendency for school population to concentrate in the cities of Flagstaff and Williams. Finds that the county equalizes its school district taxes over larger inclusive areas than the single district.

62. Paul, Norma Anne. Catholic schools and the religious teaching orders in the State of Illinois from 1834-1939. Doctor's, 1940. Loyola.

63. Pettit, George A. Primitive education in North America: its processes and effects. Doctor's, 1940. California.

64. Phillips, Watson Delaha. The history of public education in Cecil county, Maryland, before 1876. Master's, 1940. Maryland.

*65. Portré-Bobinski, G. French civilization and culture in Natchitoches. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 120 p. (Contribution to education, no. 310)

Studies the homes, customs, trades, education and government of the early French settlers of Natchitoches.

66. Powell, Irby C. The academy movement and a brief history of De Kalb county, Alabama, academies. Master's, 1940. Alabama. 71 p. ms.

67. Pugh, Jennings B. The development of public education in Beauregard Parish. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 46)

Traces the development of public education from 1912 to date.

68. Rich, Doyte Ralph. History of schools, Williams county, Ohio, with plan for centralization, administration and supervision. Master's, 1940. Bowling Green. 179 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 56-57)

Shows that from the earliest history the schools of the county combined or centralized for more efficient operation; that trends of centralization have been more rapid during the last 25 years; that centralization is practically complete in portions of the county; that the physical and sanitary conditions of most of the rural schools are poor; and that the pupil-teacher ratio is too high.

69. Rothgeb, Clyde W. A brief history of discipline and punishments in American public schools. Master's, 1940. Kans. St. T. C., Emporia. 54 p. ms.

*70. Ruffner, Ralph Windsor. The background and history of military education in Virginia private secondary schools. Master's, 1940. George Washington. 268 p. ms.

Discusses the influence of European wars and armies, European military schools, and books on military education in Virginia; military education as a part of civil education; and the history of military education in Virginia private schools from the seventeenth century to date.

71. Rugg, Martin. World War activities in the Philadelphia public schools. Master's, 1940. Temple. 276 p. ms.

72. Russell, Robert W. History of education of Tangipahoa Parish. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 47)

Traces the development of schools from 1860 to date.

73. Schiffers, Cecilia. Education in the *San Antonio Express*: 1890-1939 Master's, 1940. Texas.

74. Simonson, Jacob Alfred. A brief history of the origin, growth, and organization of Seventh Day Adventist schools in Hawaii. Master's, 1940. Hawaii. 176 p. ms.

75. Slosser, Rev. Gaius J. The progress of secularism in education. Pittsburgh, Western theological seminary, 1939.

*76. Smith, Herbert E. The historical development of technical education in the first nine colleges founded in the United States, 1636-1862. Doctor's, 1940. New York. 424 p. ms.

Traces the development of the graduate and undergraduate curriculum in technical education in Harvard, William and Mary, Yale, Princeton, Pennsylvania, Columbia, Brown, Rutgers, and Dartmouth. Finds that by the middle of the eighteenth century the curriculum of the colonial colleges had begun to be more than a preparation for the ministry; that a tendency to provide education for citizenship and to include in its science and its application to the life of the community was in evidence by the middle of the eighteenth century; that the college curriculum was of a conservative nature; that education in applied science was dependent upon the presence in the faculty of men of genius who cultivated many branches of science; that technical education was an outgrowth of education in the applied sciences; and that the most important underlying force in the promotion of technical education was the demand for it, inspired by industrial progress; and that while science was found in the curriculum of these colleges from their beginning, the place was ready in these same colleges for schools of applied or technical science long before they made their appearance.

77. Smith, Linnie Cox. History and development of education in Erath county. Master's, 1940. Texas.

78. Smith, Lloyd C. A historical outline of the territorial common schools in the State of Kansas. Master's, 1940. Kans. St. T. C., Emporia. 103 p. ms.

*79. Smith, Weldon Arthur. The history and development of the schools of Aransas county and a plan for the county unit system. Master's, 1940. Texas Coll. of Arts and Inds. 80 p. ms.

Traces the early history of the schools from 1884, with special emphasis on the administration of schools from 1935 to 1940. Discusses general population trends from 1933 to 1940, scholastic and school membership trends, school administration units, grade distribution, pupil cost, grade-load and pupil-load per teacher, revenue and expenditures, and physical plants. Describes the advantages of the county unit plan, and the means and cost of transportation.

80. Staples, D. F. A history of education in Carroll county, Georgia. Master's, 1940. Oglethorpe. 63 p. ms.

81. Stedman, Ardath. A history of the department of business education of the National Education Association. Master's, 1940. Okla. A. & M. Coll.

Shows that from an organization designed, in 1864, to serve a small chain system of business colleges, the department of business education has developed into one of the largest business education agencies in the world.

82. Stone, D. F. History of the Prospect village school district. Master's, 1940. Ohio State. 128 p. ms.

83. Taylor, Laval Franklin. Development of public education in Union parish. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S. : 153-54)

Traces the development of education from 1839 to date. Shows that educational facilities were first provided by a group of private schools and academies; that public schools developed slowly, that Union parish is among the leading school systems in Louisiana today.

84. Taylor, Leonard C. A history of education in McLean county, Kentucky. Master's, 1940 Kentucky. 91 p. ms.

Discusses school commissioners, trustees, school districts, teachers, salaries, courses of study and textbooks, teachers' institutes, buildings and equipment, Negro schools, and financial support from 1854 to 1890; improvements in methods of administration, types of buildings, instruction, financial support, and transportation between 1890 and 1940. Recommends the consolidation of several schools; the entrance of Livermore into the county system, improved transportation; revision of curriculum, teachers' qualifications, and supervision.

85. Thompson, Roy C. History of the schools of Clermont county. Master's, 1940. Cincinnati. 127 p. ms.

Traces the history of the schools of an Ohio county, including subscription schools, private schools, academies, and public schools.

86. Villers, Ernest Gilbert. A history of Iolani school. Master's, 1940. Hawaii. 167 p. ms.

87. Walker, George Harold. History of public education in Winn parish. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S. : 155-56)

Traces the development of public education from 1852 to date.

88. Watkins, Marguerite E. History of Terrebonne parish to 1861. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S. : 66-67)

Shows that education was largely in the home, but that there were private academies attended by the children of the wealthier families; that many young people continued higher education in northern and eastern schools and abroad; and that ethical training was largely directed by missionaries who paved the way for the establishment of churches of various denominations.

89. Weakley, Jesse Allan. An administrative history of the public school system of Washington parish. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S. : 48)

Traces the development of the public school system from 1898 to 1938.

90. Wells, Thomas Richardson. The development of education on the Mississippi gulf coast prior to 1900. Master's, 1940. Alabama. 113 p. ms.

91. Wetzel, Daisy L. The effect of an economic depression upon the schools of a small industrial city. Master's, 1940. Cincinnati. 83 p. ms.

Shows that the depression following 1929 had little effect on the school situation in Dayton, Ky.

92. Weyer, Frank E. Presbyterian colleges and academies in Nebraska. Lincoln, University of Nebraska, 1940. 254 p.

93. Whitney, Charles S. History of education in Hancock county, Iowa. Master's, 1940. Iowa.

EDUCATIONAL BIOGRAPHY

*94. Alexander, Philip Wade. John Eaton, *jr.*, preacher, soldier, and educator. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1940. 7 p. (Abstract of Contribution to education, no. 268)

*95. Bligh, Marguerite Anne. The essential Thomas Wolfe. Master's, 1940. Boston Univ. 100 p. ms.

Traces Thomas Clayton Wolfe's life from his birth in Asheville, North Carolina, in 1900; his philosophy of life; and his place in American literature. Describes briefly his work as an instructor at New York university.

96. Bonquois, Dora J. The career of Henry Adams Bullard, Louisiana jurist, legislator, and educator. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol 32 N. S.: 63-64)

*97. Burdick, Enna S. Edward Smith, Syracuse schoolmaster. Master's, 1940. Syracuse. 89 p. ms.

Traces the life of a teacher in the Syracuse schools for a period of 50 years, from the beginning of the school system to 1896, during which period he rose from the position of country teacher in a 1-room school in the town of Salina to a principalship in the Syracuse schools, and to the superintendency, which position he held for 23 years.

98. Butenschon, Ruth Dodd. A biography of John D. Dodson. Master's, 1940. Ala. Poly. Inst. 160 p. ms.

*99. Corrigan, Sister M. Felicia. Some social principles of Orestes A. Brownson. Doctor's, 1939. Catholic Univ. Washington, D. C., Catholic university of America, 1939. 130 p.

Gives a brief sketch of Brownson's life and times; and discusses his social principles in the religious, political, economic, and educational orders, and his ideas as regards the family.

*100. DeJarnette, Reven S. Hollis Ellsworth Dann, music educator. Doctor's, 1939. New York. 155 p. ms.

Describes briefly his boyhood; his early interest in music; his first positions, in which he taught penmanship; his work as an organizer and teacher of numerous musical groups; supervisor of musical education; and organizer of a department of music at Cornell university. Discusses his work with the Cornell music festivals, and in bringing famous artists to the Cornell campus for concerts; as director of music for the State of Pennsylvania; and as head of the music department of New York university.

101. Enstrom, Ralph. A study of the factors and influence in the training and education of Wendell Phillips accounting for his later ability as an orator. Master's, 1940. Iowa.

102. Ferrell, Hanson Delmayne. Samuel Johnson, American educator (1696-1772). Master's, 1940. Tulane. (Abstract *in*: Tulane university of Louisiana, series 41, no. 15: 29-30)

Presents the life of Samuel Johnson and recounts incidents that influenced the development of his philosophy and educational interests. Describes the founding and development of King's College, which later became Columbia University, and the part Johnson played as first president of the institution; writing of the first textbooks in English grammar and in philosophy which were published in America.

*103. Free, L. Forrest. The philosophical and educational views of Henri Bergson. Doctor's, 1939. New York. 155 p. ms.

Presents a biographical sketch, and discusses the influences of his early education and the period in which he lived on his philosophical and educational views.

104. Gibbs, Warmoth T. President M. W. Dogan of Wiley college. Marshall, Texas, Wiley college, 1940. 120 p. (Agricultural and technical college of North Carolina)

Studies the life and administration of president Dogan. and contains material useful for Negro history and for college administration

105. Gottlieb, Jean G. The education of Louis XIV. Master's, 1939 Columbia.

106 Grant, David M. Speech training and education of Rufus Choate, Master's, 1940. Iowa.

*107. Hutchins, John Harold. Jonas Hanway, 1712-1786. Doctor's, 1940 Columbia. London, Society for promoting Christian knowledge, 1940. 197 p.

Gives a brief sketch of his life and discusses his writings and his interest in the founding hospital, workhouse, marine society, Magdalen house, the poor, beggars, and the citizens of London.

108. Jones, Lila. The contribution of *Dr. Andrew McNairn Soule* to education in Georgia. Master's, 1940. Georgia.

Studies his work in agricultural education in Georgia and finds that under his leadership the college of agriculture at Athens became a potent factor in the development of better farming methods in Georgia.

*109. Kopf-Seitz, Carola E. Don Giovanni Bosco as an educator. Doctor's, 1926. Catholic Univ. Washington, D. C., Catholic university of America, 1926 78 p.

*110. McAllister, Ethel M. Amos Eaton, scientist and educator, 1776-1842. Doctor's, 1940. Pennsylvania. Philadelphia, University of Pennsylvania Press, 1941. 587 p.

111. Macy, Elbert Bonebrake. Former educators among Kansas editors and publishers. Master's, 1939. Kans. St. Coll. 82 p. ms.

112. Michelson, Donald. The contributions of William Franklin Phelps to public education. Doctor's, 1940. Peabody. 313 p. ms.

Studies the career of William Franklin Phelps in public education from 1839 to 1907. Finds that he was one of the founders and organizers of the model and practice school principle; that he designed buildings for teacher training; that he was a leading educator of teachers; that he advocated visual education; and that he developed normal school curricula.

113. Moore, Nellie Garrett. B. H. Carroll and his educational values to Texas. Master's, 1940. Texas.

*114. Rich, Arthur L. Loyell Mason, music educator. Doctor's, 1940. New York. 266 p. ms.

Traces Lowell Mason's life; his work as a choir director in a Boston church; his appointment as superintendent of music in the Boston schools in 1838; his teaching of music in the Boston public schools from 1845 to 1851; his principles of teaching; and his philosophy of music education.

115. Stoelzing, Katrina. A biographical record of *Dr. Charles Orlando Case* and his contribution to education in Arizona. Master's, 1940. Arizona St. T. C. 120 p. ms.

116. Thomas, Alfred. Arthur John Matthews—educator and administrator. Master's, 1940. Ariz. St. T. C., Tempe. 185 p. ms.

Presents a biographical sketch of Arthur John Matthews, and stresses his presidency of Arizona State Teachers College at Tempe from 1900 to 1930.

*117. Thomte, Reider. The formative years of Soren Kierkegaard. Master's, 1939. New York. 199 p. ms.

Presents a biographical study of the childhood and adolescence of the Danish philosopher and theologian, covering the first 21 years of his life; and points out the main factors and influences which contributed to the formation of his unusual personality.

*118. Waffle, Eugene Melville. Eben Sperry Stearns: pioneer in American education. Doctor's 1939. Peabody. Nashville, George Peabody college for teachers, 1940. 23 p. (Abstract of Contribution to education, no. 253)

119. Waldeier, Sister Miriam Joseph. An analysis of the administrative ability of Right Reverend John Lancaster Spalding. Master's, 1940. St. Johns 63 p. ms.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

*120. Alexander, William M. State leadership in improving instruction: a study of the leadership service function of State education departments, with especial reference to Louisiana, Tennessee, and Virginia. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1940. 193 p.

Analyzes and evaluates, in terms of the leadership function of State departments of education, each of three approaches towards State leadership in improving instruction. Presents evidence that leadership service is a responsibility of State education departments.

121. Bachtel, Forrest Leroy. Trends and criticism of education: 1928-1930 Master's, 1939. Ohio Univ. 96 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1939:3)

Surveys articles on education in 12 current periodicals during the period from June 1928 to June 1930. Shows trends towards: A demand for better teachers; a different organization of higher education, so that the opportunity to participate would not be encompassed by privilege; an emphasis on adult education to provide opportunity for an intelligent appraisal of current social phenomena; an emphasis on social questions and the realistic teaching of their implications; a consistent philosophy of education; a new organization of elementary schools to provide for a decreasing enrollment; a new organization for secondary education to provide for the postponement of self-support; and direct appropriations by the Federal Government to provide for an equalization of educational opportunity.

122. Berkson, John M. A study and clarification of educational criticism. Master's, 1940. St. T. C., North Adams. 67 p. ms.

Classifies educational criticism as embodied in approximately 50 articles published between 1933 and 1940. Concludes that professional educators and observant laymen believe that the educational system has failed to produce the intelligent citizenry that is vital to the maintenance of our democracy.

123. Blackmore, Charles Powell. Background factors in the student success at a progressive school. Master's, 1939. Columbia.

124. Breckner, Elmer Leander. Equalization of educational opportunity in Washington. Master's, 1939. Washington. 181 p. ms.

Studies the relation of school district reorganization to equalization of revenue and tax rate, and to improvement of educational services. Shows that school district reorganization is essential to further equalization of revenue, tax rate, and educational progress in Washington school districts.

125. Brown, A. E. Concepts and practices of progressive education. Cedar Falls, Iowa St. T. C., 1940. 8 p. ms.

126. Burgard, Earl H. Characteristics of principal officers of parent teacher associations of Pennsylvania in relation to the efficiency of the associations. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 45-53)

Studies the relationship of sex, faculty membership, home ownership, length of residence in the community, nationality status, educational backgrounds, occupational experience, affiliation with and participation in organization activities, and parent teacher association experience of the principal officers of the association in Pennsylvania, and the efficiency of the associations.

127. Canaevit, Delcie Marie. The activities of parent teacher associations in the small cities in Illinois. Master's, 1940. Virginia.

*128. Chandler, John Roscoe. The organization and functions of State departments of education. Doctor's, 1940. Oklahoma. 368 p. ms.

Studies the present organization of departments of education, the functions of these departments and their subdivisions as shown by the activities and services of the education departments in the several States. Includes a brief history of the origin and development of State boards of education in the United States. Describes the office of the chief State school official, and the staffs of State departments of education.

129. Coffman, Daniel M. A community study of attitude concerning the local public schools. Master's, 1940. Iowa.

130. Cone, Dwight H. Professional teachers meetings in small schools of Washington. Master's, 1940. Washington. 150 p. ms.

Surveys teacher-meeting practices in school systems of 25 teachers or fewer. Finds a wide gap between theory and practice.

131. Conlee, R. C. Factors associated with school relationships. Master's, 1940. North Texas St. T. C.

132. Corkum, Gladys M. An educational program during the summer for children on the tobacco plantations of Connecticut. Master's, 1939. Hartford. 111 p. ms.

Surveys the history and life of a tobacco community. Develops an educational program on health, nature, the home, and community to help children work creatively.

133. Deane, Hubert W. An evaluation of the university interscholastic league. Master's, 1940. West Texas St. T. C.

134. Diers, Alvin Christian. The philosophy underlying Lutheran parochial schools in the United States. Master's, 1940. Texas.

135. Donovan, David S. Non-civic interests in American education. Master's, 1940. East Texas St. T. C. 118 p. ms. (Abstract in: East Texas state teachers college. Graduate studies, 1940: 25-27)

Studies the interests of the subject matter specialist, local booster bodies, parental and personal interests in the public schools. Contrasts the existing public school with one which would be operative if it were built solely on civic considerations.

*136. DuBois, Rachel Davis. Adventures in intercultural education. Doctor's, 1940. New York. 351 p. ms.

Describes several projects in intercultural education used in public schools. Finds that more appreciative attitudes can be developed among students of various cultural backgrounds if certain principles of social psychology are used in an arrangement of social-educational experiences.

137. Ellison, Milton F. The practices compared with the aims, objectives, and functions of local parent teacher associations in Michigan. Master's, 1940. Michigan.

138. **Factora, Agapito Q.** A critical examination of the American school system in the Philippine Islands. Doctor's, 1940. Southern California.

Surveys the different methods of approach used in the organization and administration of Philippine schools. Investigates procedures used in various parts of the Islands and determines their ability to meet the process of growth and change.

139. **Foley, James Henry.** The contribution of the children's museum to the problems of leisure. Master's, 1940. Boston Coll.

140. **Geiger, Vance Edward.** A study of trends in the organization and administration of State high school athletic associations. Master's, 1940. Iowa.

†141. **Gray, Hob and Votaw, David E., jr.** Classroom instruction. Austin, University of Texas, 1940. 137 p. (University of Texas publication, no. 4042)

Describes a survey of instructional conditions and activities in the classrooms of Texas public schools started in the school year 1937-38. Discusses class management, assignments, teaching technique, testing, teacher-pupil relationships, and the philosophy of education in Texas schools.

142. **Griffith, Gladys Irene.** An evaluation of the work of the Congress of parents and teachers. Master's, 1940. Michigan.

143. **Haas, Frances Smith.** A study to determine prevalent conditions in the Langdon school community and their relation to success in school. Master's, 1940. Maryland.

144. **Hood, Fred C.** A study of some proposed procedures for determining the aims of education. Doctor's, 1940. Illinois.

145. **Hopkins, W. E.** Illiteracy in Virginia. Master's, 1939. Va. Poly. Inst.

146. **Hughell, Wilma Edith.** The community of Boise: a study of its educational resources. Master's, 1939. Stanford.

147. **Hurd, Charles B.** A survey of opportunities for summer employment in Emmet County, Michigan, for youths, ages 14 to 25. Master's, 1940. Michigan.

148. **Judge, Sister Miriam.** Influence of environment on education. Master's 1939. Seton Hall. 32 p. ms.

Attempts to determine the extent that environment alters or improves the mental and moral levels of individuals.

149. **Kanahele, Clinton.** Occupational analysis of Kaneohe region and its educational bearings. Master's, 1940. Hawaii. 108 p. ms.

150. **Leith, Donald M.** Liberalism and liberal education. Doctor's, 1940. Yale.

*151. **Lennox, Mary Elinor.** The relation of malnutrition as evidenced in an open-air school to scholastic achievement. Master's, 1940. New York. 67 p. ms.

Studies 83 children during a five year period as to mental ability and scholastic achievement. Finds little relation between apparent improvement in nutrition and scholastic achievement.

152. **Levin, Solomon.** Metairie Park country day school, an experimental school. Master's, 1940. Tulane. (Abstract in: Tulane university of Louisiana, series 41, no. 15: 34-35)

Compares the Metairie Park school with five other experimental schools. Describes the founding of the school, its growth, plant, curriculum, and its influence on education in Louisiana.

153. **Lindsey, Anna Margaret.** A comparative study of the educational achievement and personality development in progressive and traditional schools. Master's, 1940. Penn. State.

154. Ludington, John Robert. Industry and education: a study of certain policies and practices of organized American industry with implications for education. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 33: 135-40)

Reviews current industrial and educational literature, educational practices in the public schools and in industry, and public opinion relative to social economic problems of an industrial nature. Discusses propaganda devices used by organized industrial interests. Concludes that the values and ideals now serving as guides in political, economic, industrial, and educational relationship are inconsistent and, in some cases, conflicting; that business and industrial interests have operated through every known channel of communication in an attempt to perpetuate their interests and mold a public opinion favorable to them; that organized industrial interests have been powerful forces seeking control of public programs of education; that education must be more concerned with ideals and values as goals for individual behavior and institutional relationships; and that industrial and social progress are dependent upon education

155. Mayer, Parm. A comparison of pupil and parent attitude on certain controversial questions. Master's, 1940. Michigan.

156. Metzger, Ruth Martha. Analysis of the Junction City-Jackson community with plans for bettering home-school relations through the parent teacher association. Master's, 1940. Ohio State. 112 p. ms.

157. Mitchell, Samuel William. The work of the parent-teacher associations in nine Virginia counties. Master's, 1940. Virginia. 138 p. ms.

158. Nelson, Eunice Lucile. Federal participation in education with special reference to education in Texas. Master's, 1940. Tex. Tech. Coll. 120 p. ms.

Finds that the trend of Federal interest shows a fluctuating rate of interest in different levels and types of aid, starting on the collegiate level, aiding agriculture and mechanical types of education; including experiment station work on this level; later extending to the same general type of education on the secondary level. Shows that during the emergency of 1933 Federal aid was given to all types of school training and for equipment.

159. Officer, William B. Field report of the educational responsibility of the several school districts of Warren county, Iowa. Master's, 1940. Drake. 68 p. ms.

160. O'Hara, Charles M. Jesuit education in modern times. St. Louis, Mo., St. Louis university, 1940. 25 p. ms.

Finds that the 50 provinces of the Jesuit order of the Catholic church spread throughout the world, conduct hundreds of universities, colleges, and secondary schools, and carry on a multiplicity of other educational activities.

161. Oldfield, Bessie M. An experiment in democratic cooperation, Master's, 1940. Michigan.

162. Olmstead, Sarah Jenkins. Vocational survey of youth between the ages of 16 and 25 in Ann Arbor, Michigan. Master's, 1940. Michigan.

163. Ossmann, Carl Gerhardt. Application of the Barnes plan to the state as a unit. Master's, 1939. Kans. St. Coll. 74 p. ms.

164. Owens, Ruth Delp. The educational program of organized labor in the United States. Master's, 1940. Ind. St. T. C. 231 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 153-54, July 1940)

Attempts to determine the nature of the educational programs of organized labor in public and workers' education, adopted by the major labor organizations in the United States since 1928, and how such programs were carried out. Finds that the two largest labor organizations have deep and abiding interests in public education; that the railroad group has no program of workers' or public education; and that the garment workers' organization concentrates on workers' education, maintaining and controlling its own educational department.

165. Porter, William O. Trends in Federal aid and Federal control of education in the United States. Master's, 1939. Ohio Univ. 265 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939:52)

Gives an historical sketch of the early trends of Federal aid and Federal control in public general education; and traces the trends of aid and control in the various bills introduced in recent Congresses, particularly from 1919 to date. Concludes that Congress has been consistent in holding to the tradition of non-Federal interference with the State public school systems, while at the same time it seemed willing to pass legislation extending the principle of Federal interference in other State affairs

166. Quinn, Paul F. The place of facts in the educative process. Master's, 1940. Loyola. 114 p. ms.

Attempts to establish general principles concerning the amount and character of the factual information necessary for a realization of the goal of true education, and the permanency with which facts should be mastered.

*167. Reid, Charles F. Education in the Territories and outlying possessions of the United States. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941. 593 p.

Traces the historical development of education in the light of their respective cultural, social, economic, and political conditions. Describes the status of education in these areas; appraises education with respect to the local needs and problems, and to educational aims and objectives which are generally recognized as valid. Compares educational practices and trends in these various territories and with those of the United States. Finds that public education in these areas suffers from the absence of an educational philosophy based on the cultural and economic conditions and the peculiar needs and problems in each area

168. Reid, Walter. A study of the factors affecting school success in a small union free school. Master's, 1940. N. Y. St. Coll. for Teach.

169. Rissert, Sister Mary Ann. A survey of community features at St. Charles, Illinois, which have possibilities for educational purposes. Master's, 1940. Michigan.

*170. Ronning, Harold G. The principles of the consumer cooperative movement with special reference to education. Doctor's, 1940. New York. 282 p. ms.

Gives an historical account of the development of the consumer cooperative movement in England, the three Scandinavian countries, Belgium, Finland, France, Germany, Italy, Japan, the Soviet Union, and the United States. Shows that the movement depends upon itself to educate its members and not upon the national system of education; that in Scandinavia the folk high schools form a link between cooperative education and public education.

171. Scales, Harry Hershel. The extent of educational equalization in Arizona with some recommended changes. Master's, 1939. Stanford.

172. Schindler, William Henry. Organization and practices of the parent-teacher association. Master's, 1939. Kans. St. Coll. 59 p. ms.

173. Shobe, Maurice Leroy. Teaching problems in the Osawatomie school system. Master's, 1940. Kansas. 66 p. ms.

174. Simpson, Wayne Albert. A study of intelligence in relation to leadership patterns. Master's, 1939. Stanford.

175. Slagle, Glenn M. Educational-trends in Nebraska, 1933-1939, as revealed by official annual reports to the State superintendent of public instruction. Master's, 1940. Nebraska. 183 p. ms.

Studies trends in enrollment, teachers' salaries, financial status, and curricula of 100 accredited public high schools and their elementary schools.

176. Sloan, Paul W. The plague of special weeks and days. Clearing House, 14: 527-59, May 1940. (New York State teachers college)

177. Smart, Donald Vincent. A suggested program for instituting an inter-scholastic league in Alabama. Master's, 1940. Texas.

178. Stone, Joseph J. Problems of the restoration of industrial and economic competency in southeastern Ohio and the role of education in the rehabilitation, Master's, 1940. Ohio Univ. 114 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 51)

179. Thompson, Bertha A. Parent-teacher conference as a factor in home-school cooperation. Master's, 1939. Ohio Univ. 89 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 66)

Finds that parent-teacher conferences promote better understanding of the child and a correlation of effort in his behalf; promote the teacher's insight into home problems and family attitudes which influence the child's school career; and promote the parents' understanding of the aims of present-day education.

180. Wallace, Audie Price. Pragmatism in the modern school. Master's, 1940. North Texas St. T. C.

181. White, Oscar A. Conflicting viewpoints in contemporary American education. Master's, 1940. Oregon.

182. Whitwell, Charles Garland. Spanish educational policy in the Philippine Islands. Doctor's, 1940. Texas.

183. Wofford, Benjamin Monroe. Economic and financial aspects of professional licensing in Texas. Master's, 1940. Texas.

SURVEYS

184. Barnes, Joseph Cullen. An administrative survey and proposed plan of reorganization for the Shelby county public schools. Master's, 1940. Texas.

185. Blaschke, Oscar Theodore. An administrative survey and proposed plan of reorganization for the public schools of DeWitt county, Texas. Master's, 1940. Texas.

186. Bond, Leonard Hobson. An administrative survey and proposed plan of reorganization for the public schools of Lipscomb county, Texas. Master's, 1940. Texas.

187. Broudy, H. S. Massachusetts Rural school survey. North Adams, Mass., State teachers college, 1940. 91 p. ms.

Compares rural schools in 13 counties with respect to grade-teacher ratio, special services, and equipment. Finds a wide range in each classification with some western counties scoring below State figures on a number of criteria.

188. Carrington, Ennis Buford. An administrative survey and proposed plan of reorganization for the public schools of Harrison County, Texas. Master's, 1940. Texas.

189. Cox, Bruce B. A survey of the LaCarne, Ohio, school district and a program for the school as a community center. Master's, 1940. Ohio State. 93 p. ms.

Finds a need for an organization that will supply the community with an educational and recreational program for the adult and out-of-school youth.

190. Freeman, John A. An administrative survey and proposed reorganization of schools in Freestone County. Master's, 1940. Baylor.

191. Hallmark, Wame Jacob. A survey of the present conditions and a proposed county unit plan of reorganization for the schools of Aransas County, Texas. Master's, 1940. Texas.

192. Harvey, Jack Reed. A survey and proposed reorganization of the Marlon County schools. Master's, 1940. Texas.

193. Henderson, John Jackson. An evaluation of Strayer survey on Fort Worth public schools. Master's, 1940. Texas.

194. Henry, Frazier Evans. A survey and proposed plan of reorganization for the schools of Comanche County, Texas. Master's, 1940. Texas.

195. Lawson, Beebe Blanton. An administrative survey and proposed reorganization of the public schools of Bowie County, Texas. Master's, 1940. Texas.

196. Ledford, Loyd. A survey of the San Simon public schools. Master's, 1940. Arizona. 177 p. ms. (Abstract in: University of Arizona record, vol. 34: 44-45)

Shows the educational need, the financial resources and practices, the mores of the community, the building and equipment facilities, pupil population, and the professional training of the faculty of the San Simon district.

197. Long, Alton Blanton. An economic, social and educational survey of Rogersville community. Master's, 1940. Tennessee. 175 p. ms.

Concludes that the curriculum of the Rogersville schools was too narrow to meet the needs of the pupils and of the community; that the elementary schools should be consolidated and transportation facilities increased; that the elementary schools were deficient in general equipment and were in need of repair; that the high school teachers salaries were low; and that the community is financially able to support better schools.

198. McDonald, Thomas Howard. An administrative survey and proposed reorganization of the public schools of Caldwell County, Texas. Master's 1940. Texas.

199. McLaughlin, Marvin Louis. An educational survey and proposed reorganization of Jefferson County, Texas. Master's, 1940. Texas.

200. McLendon, Reese Dermont. A survey and proposed reorganization of the schools of Lamar County, Mississippi. Master's, 1940. Texas.

201. McMahan, William Alvin. An administrative survey and proposed plan of reorganization of the public schools in Eastland County, Texas. Master's, 1940. Texas.

202. Mason, Edwin Cecil. A general survey of the rural schools of Brazoria County, Texas. Master's, 1940. Texas.

203. Poff, Jack Woodard. An administrative survey and proposed plan of reorganization of the schools in Navarro county, Texas. Master's, 1940. Texas.

204. Porter, Woodbert Andruss. A survey of the Las Vegas public school system. Master's, 1940. Texas.

205. Powell, E. J., jr. Administrative survey and a proposed plan of reorganization for the schools in Menard county, Texas. Master's, 1940. Texas.

206. Prince, John Sterling. A survey of the McGregor public schools in comparison with 17 other small Texas school systems. Master's, 1940. Texas.

207. Reeves, G. Truman. Survey of the McCamey schools compared with nine west Texas school systems. Master's, 1940. Texas.

*208. Ring, Carlyle Conwell. An analysis of the public schools of New Britain, Connecticut (1937-38), with a program for their future development. Doctor's, 1940. New York. 526 p. ms.

Surveys educational conditions in New Britain in 1937, and offers a program for the future development of the schools.

209. Roberts, Chester H. A survey of Lewis county, Missouri, with proposals for reorganization of attendance and control units. Master's, 1940. Wyoming. 115 p. ms.

210. Bucker, B. T. Survey of Wheeler county schools and proposed reorganization. Master's, 1940. Texas Tech. Coll. 100 p. ms.

Finds that there are numerous small schools in the county in poor physical condition and with inadequate teaching staffs. Recommends that the school districts be reorganized into a county unit system of schools, which would provide for more efficient and economical use of money being spent for educational purposes, and would provide the children with better equipped schools.

211. Sasser, Lawrence. A survey and curriculum study for the Davenport community. Master's, 1940. Okla. A. & M. Coll.

212. Scott, Bernard Harold. An administrative survey and proposed plan of reorganization of schools in eastern Harris county, Texas. Master's, 1940. Texas.

213. Sinclair, Carey Lynn. An administrative survey and proposed plan of reorganization of the schools of Hansford county, Texas. Master's, 1940. Texas.

214. Thrall, William B. Educational survey of Lake City, South Dakota, public school. Master's, 1940. South Dakota. 86 p. ms.

215. Vosburgh, Reginald. A survey of educational achievement of village and rural pupils in a newly-organized central district. Master's, 1940. N. Y. St. Coll. for Teach.

216. White, Minton Lee. An administrative survey and proposed plan of reorganization of the schools in Kerr county, Texas. Master's, 1940. Texas.

FOREIGN COUNTRIES

*217. Anderson, Amos M. The history of elementary education in the Province of New Brunswick. Doctor's, 1940. New York. 163 p. ms.

Shows that early elementary education was greatly influenced by the work of the various religious organizations.

218. Armour, Jane. The higher education of women in Japan. Master's, 1940. Chicago.

*219. Bittinger, Desmond Wright. An educational experiment in northern Nigeria in its cultural setting. Doctor's, 1940. Pennsylvania. Philadelphia, University of Pennsylvania, 1941. 343 p.

Surveys the history of education, describing an educational experiment conducted between 1930 and 1938.

220. Chen, Ching-Szu. The significance for religious education of modern educational trends in China. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Surveys briefly the backgrounds of modern China and of modern theories of character education and religious education, and examines relevant trends of modern Chinese education in various historical periods. Offers recommendations for the program of religious education in order to contribute to the national welfare and cultural development; to promote international cooperation, interracial understanding, world peace, and justice; and to offer the vital power of the Christian religion to the life of the people and for the development of a new China.

221. Chen, Yerk Kun. The development of China's educational system. Master's, 1940. Drake. 149 p. ms.

222. Christensen, Carl D. A partial evaluation of the Seventh-day Adventist mission schools in Peru. Master's, 1940. Nebraska. 91 p. ms.

Evaluates elementary and secondary schools in Peru and Bolivia, South America, that are operated by the Seventh-day Adventist missions. Concludes that improvements in the educational program can be made in spite of current financial handicaps. Suggests that the financial status may be improved by teaching modern farming methods, and by the development of textile, basket, and toy industries for which raw materials are available. Shows that religion is the core of the curriculum and will continue as such.

223. Connaughton, Rev. Edward A. A study of the provisions made for the Catholic elementary schools of the Province of Ontario. Master's, 1940. Catholic Univ. 95 p. ms.

Studies the legal provisions made by the Provincial government for the existence and operation of Catholic elementary schools. Describes the historical development of the schools, which are known as the Catholic separate schools; and discusses the functioning of the present system, under the headings of the legal status, organization, administration, and financial support of the schools. Points out the satisfactory as well as the unsatisfactory features of the system.

*224. Cook, John Thomas. Teacher training in the Province of New Brunswick: an historical and analytical study of its evolution together with proposed measures of practical reform. Doctor's, 1940. Harvard. 579 p. ms.

Describes the early history of New Brunswick, its settlement, and the education of the children of the early settlers; the teacher in an age of benevolent despotism and private enterprise, 1783-1802; the teacher in an era of establishment and extension of a provincial system of education, 1802-1847; the establishment of training and model schools; fundamental improvements affecting the teacher and the emergence of the trained secondary school teacher; further improvements influencing the teacher and the beginning of the training of teachers in-service; twentieth century trends affecting the training of the teacher and the formulation of a program for manual training, agriculture, and vocational education. Analyzes the present system of teacher training in the light of the social and economic setting, and offers a constructive program of practical reform.

225. Cutts, Elmer Henry. British educational policy in India under the East India company. Doctor's, 1940. Harvard

226. Finley, Roberta Jane. Russian youth. Master's, 1940. Illinois.

*227. Flack, Howard Watson. Totalitarianism and physical education. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 6 p. (Abstract of Contribution to education, no. 272)

Traces the processes by which physical education has attained its present position in the education of the militant totalitarian nations; traces the emphasis on physical force as shown in the political and educational philosophies of Italy and Germany. Shows the dependence of these systems on the planned program of physical education and recreation. Finds that in Italy physical education and recreation are the vital part of the complete collectivization of the nation; that physical education is an out-of-school program with political indoctrination and pre-military education as its main features. Shows that in Germany education is designed to create a nation of heroes who are ready to make the world over and who are physically qualified to do so; that physical education is nationalistic and pre-military with most of the work done in out-of-school agencies which emphasize hiking and outdoor activity. Shows that the democracies must aim at the creation of better fighters as well as better citizens in order to maintain their civilization.

228. Gross, Carl Henry. Education in British Columbia, with particular consideration of the natural and social factors. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 79-86)

Shows that the social and educational problems of British Columbia are complicated by the extraordinary diversity of the population; that the school system is free and open to all; that the educators favor a curriculum based on the interests and needs of the individual; that the small rural schools are being consolidated into enlarged educational administrative units which are under the supervision of a trained director; that the method of selecting and assigning teachers is noteworthy, in that the selection and appointments are made by an appointment bureau composed of professional educators far removed from the local scene; that correspondence schools for pupils from the first grade through the freshman year in college have been developed in an attempt to equalize educational opportunity for children in remote areas; that a separate system of schools is operated for Indians; that language schools are maintained after regular school hours by persons anxious to preserve a certain language and training is given in reading, writing, and certain other aspects of the culture of the respective homelands.

229. Harr, Wilber Christian. A Christian approach to a pagan people in Northern Nigeria. Master's, 1940. Union Theological. 177 p. ms.

230. Hine, Marie. A study in the history of Spanish education to 1900. Master's 1940. Washington. 267 p. ms.

*231. Jauckens, Anita. Mexican readers as instruments of the socialist program. Master's, 1940. Louisville. 185 p. ms.

Examines critically two series of Mexican urban elementary readers as instruments of the Mexican socialist program. Gives a brief history of Mexico, and of education, showing the events that led to the present educational system. Compares a series of six readers entitled *Mexico Nuevo* used in the Federal schools, with a series of six readers called *Superate* representing reading material used in the public schools of the northern States of Nuevo Leon and Coahuila, two states in which much of the industrial wealth of Mexico is located and where there is concentrated opposition to the socialistic program of Mexico. Finds that the socialistic program is advocated thoroughly in the *Mexico Nuevo* series and interpreted more conservatively in the *Superate* series. Shows that socialistic education in Mexico strives to give the child the facts that will enable him to effect a social reform and information that will raise the standard of living of the proletariat. Indicates that the general public is opposed to the recommendation of November 1939 calling for integrating all education on a socialistic basis, and that newspaper editorials forecast that if this educational program is carried out communism would be brought to Mexico, which has been the goal of the Federal educational program for the last five years.

232. Kneller, George F. The educational philosophy of the Third Reich. Doctor's, 1940. Yale.

233. Ma, Yi-Ying. The development of a national system of education under the Chinese republic (1912-1938). Master's, 1939. Smith.

*234. McCully, Bruce Tiebout. English education and the origins of Indian nationalism. Doctor's, 1940. Columbia. New York, Columbia university press, 1940. 418 p.

Describes the beginning of English education in India: English education in India, 1835-54, 1854-85; the educated class and its status in native society and its political outlook; nationalist doctrines, cultural, economic, and political; and the genesis of nationalist organization in India.

235. Moffatt, Elbert Marston. The universities of India. Doctor's, 1940. Washington. 250 p. ms.

Describes the historical development, and appraises the universities, of India

236. Molefe, George Benjamin. A religious education program for a Bantu church school. Master's, 1939. Columbia.

237. Moomaw, Ira Wilbur. Farm organization and certain aspects of life among depressed class farmers of Broach district, India. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 33: 191-98.)

Discusses land tenure, production of crops, livestock, farm income, indebtedness, and health of the depressed class farmers of the locality. Shows that credit on reasonable terms with suitable education and guidance in regard to its use for improving the farm business is the more immediate economic need of these farmers; and that young men of sound health, suitable training and initiative can earn a satisfactory income from farming.

238. Nakano, Aiko. Modification of the Japanese grammar to fit the needs of the Japanese students. Master's, 1940. Ariz. St. T. C., Tempe.

*239. Noronha, George E. Backgrounds in the education of Indian girls. Doctor's, 1939. Catholic Univ. Washington, D. C., Catholic university of America, 1939. 227 p.

Discusses physical, economic, political, social, and religious conditions in India which condition the education of all children; the complications arising from the view held of woman as a person and as a member of the family as well as a member of a social group.

240. Pally, Mary E. The teaching of art in the elementary schools of Hungary. Master's, 1940. Ohio Univ. 128 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 39-40.)

Includes a verbal picture of the background of the Hungarian people and their educational system. Concludes that the Hungarian course of art is national in scope, and that the leisure-time pursuits of the people have created a desire to express in color and line subjects suggested by their natural surroundings.

241. Pan, Wen Tsai Sung. Suggested reorganization of the secondary school curriculum in China. Master's, 1939. Stanford.

242. Porter, Eugene Oliver. A history of Methodism in Mexico. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 31: 275-80.)

Traces the history of Methodism in Mexico from its introduction in 1873 to the present time. Describes the educational work of the missionaries.

243. Powell, Lindsay James. Education in the French legislative assembly, 1791-92. Master's, 1940. Vanderbilt. (Abstract *in*: Bulletin of Vanderbilt university, vol. 40, no. 10: 67.)

Describes Condorcet's plan of public instruction which he presented to the assembly on April 20-21, 1792, and which was to be organized in primary and secondary schools, institutes, lyceums, and the National society of arts and sciences. Shows that Condorcet was the first advocate of a system of education supported by the state.

244. Reinemund, Gretchen. The literature, art, and education in Spain as seen by José Ortega y Gasset. Master's, 1939. Stanford.

245. Sassani, Abul-Hassan Khan. The development of the control of education in Iran. Doctor's, 1940. Missouri.

246. Sheridan, Leora James. The origin and development of secondary education in Portugal. Doctor's, 1940. Pennsylvania.

247. Su, Ting. A functional program of organization and administration for the public schools of Sulyuan Province, China. Doctor's, 1940. Indiana. 260 p. ms.

248. Suganthi, Isaiiah. The reorganization of rural education in India. Master's, 1940. T. C., Col. Univ. 61 p. ms.

Covers the background and general status of rural education in India with suggestions for its improvement.

*249. Taai, Wai King. Adolescent education in China. Doctor's, 1939. New York. 171 p. ms.

Examines critically the education of adolescents in China, both as it was carried on under the old Chinese system and under the various modern systems introduced into China since the beginning of the twentieth century. Concludes that in order to provide more adequate education for the adolescent in China, the present program should be vitalized so as to meet more fully the practical realities of life; that the secondary schools should be so organized as to enable administrators and teachers to know each student intimately; that guidance programs should be introduced in the schools, and that teacher-training institutions should train teachers in the use of guidance techniques.

250. Tan, Jen-Mei. History of modern Chinese secondary education. Doctor's, 1940. Pennsylvania.

*251. Teasdale, Ruth H. The attitudes and methods employed in dealing with adherents to the ethnic faiths. Master's, 1939. East. Baptist. Philadelphia, Eastern Baptist theological seminary, 1939. (Contributions to Christian education, no. 6: 15-22)

Concludes that there is a decided trend toward a more sympathetic understanding of the adherents to the ethnic faiths; that there is a need for the recognition of the value of "points of contact"; that methods used by the missionaries in dealing with adherents to

the non-Christian faiths vary greatly according to the funds available, the religious and educational background of the people, the environment, and the age of individuals and groups.

252. Toma, Stephan. The cultural challenge to education in the Arab world with special reference to teacher education in Iraq. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no 31: 333-34)

Studies the history and development of Arab culture from the earliest times to the present, and suggests a program of educational experimentation and action, especially with reference to teacher training in Iraq.

253. Van Zyl, Abraham Jonannes. A critical survey of the teaching of mathematics in South African secondary schools with suggestions for reorganization. Doctor's, 1940. T. C., Col. Univ.

Studies the place, content, and method of teaching mathematics in the secondary schools of South Africa with reference to the needs of pupils who require it for professional and vocational purposes; the interests of pupils to whom it merely provides a general background of education; requirements for examinations; and training of teachers. Offers suggestions for the reorganization of the whole system of education, and for the reorganization of mathematics.

254. Warner, Kidd Phillips. A study of contemporary physical recreation for the adolescent girl in Russia, Italy, Germany, England, and the United States. Master's, 1940. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 177-78)

Shows that there are certain basic needs characteristic of all adolescent girls, which are met in a variety of ways in different countries. Concludes that the problems of the adolescent girl can best be solved by girls of all nations working together for a common cause.

255. Woolcock, Cyril W. A study of the implications of the new education for the reform of the state aided secondary school curriculum in England. Doctor's, 1940. Ohio State. 295 p. ms.

Finds little agreement between principles of new education and practices of the 22 schools investigated.

INTERNATIONAL EDUCATION

256. Hensel, Joan Elizabeth. Inter-American intellectual cooperation. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 89-91)

Indicates that one of the most valuable contributions to intellectual cooperation between the Americas is the interchange of professors and students; and that another contribution is the partial elimination from textbooks of material which unduly emphasizes one nation at the expense of another. Shows that exchange of information, education, and the real desire to learn from each other are among the most important factors in developing the essential objectives of pan-Americanism.

257. Snyder, W. Harry. A guide to introductory reading on our American neighbors: digests of recent books (fiction and non-fiction) prepared for the teacher, student and layman who seek an introduction to those peoples that share with us, the territory, responsibilities, and opportunities of the Western Hemisphere. Upper Montclair, New Jersey State teachers college, 1940. 28 p. ms.

258. ——— Inter-American affairs in the secondary school. Upper Montclair, New Jersey State teachers college, 1940. 9 p. ms.

Presents a course of study for the ninth grade.

EDUCATION—THEORIES AND PRINCIPLES

259. Balletta, Aurora Josephine. Leon Battista Alberti and his concept of education. Master's, 1939. Columbia.

260. Berry, Marshall S. The philosophy of education in Kentucky as found in the messages of the governors. Master's, 1940. Kentucky. 276 p. ms.

Covers the period from 1792 to 1938, and deals with philosophy of education, school finance, common school systems, higher education, and Negro education.

261. Blair, Jerre C. The contributions of George S. Counts to the philosophy of education. Master's, 1940. Ohio Univ. 64 p. ms. (Abstract in Ohio University. Abstracts of masters' theses . . . 1940: 7)

Surveys his writings, emphasizing his contribution to the philosophy of education. Suggests the need for a more united educational system which might be accomplished by having its aims more definitely stated, and by having its teachers and society more closely united.

†262. Briggs, Thomas H. Pragmatism and pedagogy. New York, Macmillan company, 1940. 124 p. (Kappa Delta Pi lecture series) (Teachers college, Columbia university)

*263. Brown, James N. Educational implications of four conceptions of human nature: a comparative study. Doctor's, 1940. Catholic Univ. Washington, Catholic university of America press, 1940. 139 p.

Examines and attempts to interpret the theories on the constitution of original human nature proposed by John Dewey, William C. Bagley, and Herman H. Horne; presents the Catholic view of human nature and compares it with those of the writers studied; and discusses the educational implications coming from each of the concepts of human nature.

264. Burke, Sister Mary Martina. The educational principles of Richard Mulcaster. Master's, 1940. Okla. A. & M. Coll.

Analyzes his educational treatises, *Positions* and *Elementarie*, published in 1581 and 1582. Discusses his educational principles, especially those dealing with the education of boys and girls in the elementary group; his interest in physical training, and his consideration of the teacher's position and salary, methods of teaching, the use of the English language, and problems of spelling

*265. Byles, W. Esdaile. The educational philosophy of Louis Agassiz. Doctor's, 1940. New York. 154 p. ms.

*266. Cantfl, Dorothy Joan. The philosophy of Durant Drake and its significance for education. Doctor's, 1940. New York. 248 p. ms.

*267. Chinnock, Eugenie. Plato's educational views: a comparative study of the *Republic* and the *Laws*. Doctor's, 1939. New York. 195 p. ms.

268. Clark, Sister Mary Eileen. A comparative study of the opinions of Vives and Fénelon on the education of women. Master's, 1940. Catholic Univ. 135 p. ms.

Shows that both men felt that the education of woman is based on a divine obligation; that each man formulated a plan of education for women which he believed to be adapted to the needs of his day; that the methods and theories of each of these educators were pedagogically and psychologically sound; that each evaluated every study from the moral as well as from the intellectual side.

*269. Coté, Arthur Basil. Blessed Giovanni Dominici on the education of children: translation and introduction. Doctor's, 1927. Catholic Univ. Washington, D. C., Catholic university of America, 1927. 71 p.

270. Durnin, Sister M. Chrysostom. The educational philosophy of George S. Counts. Master's, 1940. Catholic Univ. 105 p. ms.

Presents Counts' criticisms of communism and fascism and his proposals for American democracy. Discusses his theories of human nature, its origin and its destiny, his beliefs concerning domestic and civil society; his concept of morality; and his ideas of religion.

concludes that his philosophy is basically naturalistic; and that his theories are in many respects at variance with the teachings of Christian philosophy, and cannot be accepted by the Christian teacher.

271. Fosnot, Pearl B. Tradition and change in John Dewey's social philosophy. Doctor's, 1940. Boston univ.

*272. Garber, Helen L. A comparative study of Plato and Tagore in relation to aesthetic education. Doctor's, 1940. New York. 310 p. ms.

Finds that in aesthetic education, Plato and Tagore seek to realize the fullest development of the individual as a person and as a citizen; that in the curriculum, Plato concentrates on music and gymnastic, while Tagore includes a broader scope of the arts; that both use forms of aesthetic expression such as festivals, drama, chorus, and the dance. Shows that Plato isolates the period of concentrated aesthetic education while Tagore integrates it with the whole scope of study; that in matters of method both use essentially the same procedure, though Tagore gives them a more modern expression and magnifies the sense of freedom in contrast with Plato's dominant purpose of discipline. Concludes that aesthetic education provides a vital, integrating factor for experience; that the arts in education are not concerned primarily with sense data but with values which they express; that aesthetic education should become a vital part of the education of every child; that the personality of the teacher is a vital factor for aesthetic education; and that abundant opportunity should be provided for creative expression.

*273. Guinan, Sister M. Angelica. Freedom and authority in education. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 117 p.

274. Hagstotz, Hilda Boettcher. The educational theories of John Ruskin. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 101-108)

Describes briefly Ruskin's education, and his educational activities after leaving Oxford university, where he received his A. B. and A. M. degrees. Discusses his theories on education of individual from birth through the university.

275. Hawver, Carl A. Aldous Huxley's theory of education. Master's, 1940. Bowling Green. 40 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 38)

Concludes that Huxley sees education as composed of four different social forces: education as character training (wherein he deplores compulsory education as a destroyer of democracy); education as instruction; education as training of the emotions (in which he warns against the dangers of propaganda and suggests the need of a correlating philosophy of life to forestall disaster); and education as training for the body. States that Huxley feels that we are educating youth for a militaristic dictatorship; that children need resistance to suggestion to protect them from propagandists of the future; and that such growth as Huxley advocates is not possible under a state aided school.

*276. Healy, Sister Emma Therese. Saint Bonaventure's *De reductione artium ad theologiam*: a commentary with an introduction and translation. Doctor's, 1939. St. Bonaventure. St. Bonaventure, N. Y., St. Bonaventure college, 1939. 212 p.

Deals with St. Bonaventure's life and works, the occasion and inspiration, and the source of the title of his works.

277. Hensle, Hiram S. The changing conceptions of the idea of education. Master's, 1940. East Texas St. T. C. 155 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 34-35).

Compares the characteristics of the traditional and the modern school.

278. Hinrichs, Gerard. Critical theory of the general introduction course to philosophy. Doctor's, 1940. Southern California.

Shows that this general introduction course has a direct approach; that the student formulates his own philosophy through notebook exercises containing commonplace decisions and striking thoughts for checking his real purposes; that other activities are thematic writing on philosophic problems, a study of relevant literature on the nature of the philosophic enterprise, and student forums.

279. Jacksteit, Berthold. Lessing's educational ideas. Master's, 1940. Pittsburgh.

280. Johnson, Glen. Some ethical implications of a naturalistic philosophy of education. Doctor's, 1940. T. C., Col Univ.

Sets forth criticisms from various viewpoints of philosophy and religion, and indicates how the naturalistic philosopher and educator have attempted to meet them

281. Kinzer, John Ross. A study of the educational philosophy of William Torrey Harris. Doctor's, 1940. Peabody. 200 p. ms.

Gives a short biography of William Torrey Harris, and compares his educational ideas with those of Hegel.

282. McCollom, Ivan Newton. Further evaluation of educational attitudes. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

283. McDermott, Sister Genevieve. Monism in modern education. Doctor's, 1940. Catholic Univ.

Reviews the monistic foundations of various modern philosophies with their implications for the educational systems which are being utilized for the propagation of their tenets.

*284. McMorrow, George J. A metaphysical study on the individual and the person. Doctor's, 1940. Notre Dame. Notre Dame, Indiana, 1940. 122 p.

285. Miller, Sister Mary Janet. A comparison of ethical principles advocated by selected philosophers. Master's, 1940. Colo. St. Coll. of Ed.

*286. Moorman, Richard Herbert. Some educational implications of Descartes' synthesis of mathematics and philosophy. Doctor's, 1940. Peabody Nashville, George Peabody college for teachers, 1940. 8 p. (Abstract of Contribution to education, no. 278)

Finds that mathematics and philosophy were significantly related in the thinking of René Descartes, though much of the philosophy with which he dealt would be considered science today.

287. Nelson, Brother Joel Stanislaus. The *De Liberorum Educatione* of Aeneas Silvius Piccolomini: a translation with an introduction. Doctor's, 1940. Catholic Univ.

Presents, in addition to the translation, a systematic investigation of sources. Analyzes the content of this treatise with reference to previous educational treatises of a similar nature. Reveals that this treatise is mainly a compilation of previous authors.

288. Price, Aubrey Newton. The viewpoints of the teachers of Kauai on seven basic issues in educational theory. Master's, 1940. Hawaii. 84 p. ms.

289. Roberts, Eunice C. The educational ideals of Anatole France. Doctor's, 1940. Illinois.

290. Robinson, Mayme Sue. Montaigne on the education of the gentry. Master's, 1940. Texas.

291. Roche, Rev. Patrick J. The social ideas of John Dewey. Master's, 1940. Catholic Univ. 88 p. ms.

Shows that the new society which Dewey advocates would be built upon the philosophy of liberalism, and would proceed under experimental methods in the form of a democracy. Concludes that Dewey's social philosophy lacks comprehensiveness and balance; that he overemphasizes the contributions of science and technology to the social order; and that his idea of democracy is undermined by his naturalistic view of life.

292. Rongione, Rev. Louis A. St. Augustine's pedagogical principles on the teaching of religion as presented in his *De Catechizandis Rudibus*. Master's, 1940. Catholic Univ. 72 p. ms.

Discusses the qualifications of the teacher of religion, the content of religious instruction, and the methods of teaching religion. Concludes that St. Augustine's work has had an

abiding influence on the teaching of religion and that it contains many sound principles of psychology and pedagogy applicable to religious teaching now

*293. Schroeder, Ruth Jones. Principles of teaching as revealed by the teaching ministry of Jesus. Master's, 1939. East. Baptist. Philadelphia, Eastern Baptist theological seminary, 1939. (Contributions to Christian education, no. 4: 4-28)

Shows that the principles basic in Christ's teaching were: Teaching should be closely connected with daily living; teaching should be centered in the individual; teaching should be characterized by simplicity; teaching should be positive and authoritative.

294. Shealy, Kuma. Roman education as revealed in the satirical writings of Horace and Juvenal. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 117)

Discusses education in the home, particularly the moral training, as taught through parental example; the three types of schools of the period; the location of schools, curricula, teaching methods, school holidays, and the attitude of the Romans toward the profession of teaching. Concludes that the delineation of the intellectual training in the schools presents a composite picture which is true in detail.

295. Shore, Maurice Joseph. The Marxian theory of education. Doctor's, 1940. Johns Hopkins.

296. Smith, Blanche A. A background study of the social teachings of St. Paul. Master's, 1939. Hartford. 87 p. ms.

Shows that he was influenced in his ideas of the state, the position of women, and slavery by his Jewish environment with its emphasis on higher ethics, by a more liberal Roman-Graeco influence, and by early Christian idealogy.

297. Stevens, Henry Eugene. The educational philosophy of Boyd H. Bode: an analytical study. Doctor's, 1940. Oregon.

298. Thompson, Mary Alice. The foundation philosophy of Froebel and the kindergarten. Master's, 1940. Oglethorpe. 78 p. ms.

Shows the influence that the early educators and reformers had on Froebel and his ideas on the education of the young child. Describes the modern kindergarten and discusses its integration into the primary education of the schools.

299. Tyrrell, Sister M. Ignacita. A comparison of the ideas of Jules Payot and Johann Lindworsky on the training of the will. Master's, 1940. Catholic Univ. 68 p. ms.

Finds that the theory of will-training advocated by Payot, rationalist and representative of French lay morality, is different from that advocated by Lindworsky, adherent of the Roman Catholic philosophy of life; that Payot emphasizes the power of emotions and stresses actions and habits; and that Lindworsky places the greatest emphasis on the cultivation of motives and stresses thought control.

300. Unger, Sidney Emanuel. Characteristics of child education as reflected in the educational philosophy of outstanding periods—ancient, medieval, modern. Master's, 1939. Temple. 264 p. ms.

301. Willard, Laurence B. Interpretation of positivism. Doctor's, 1940. New York. 350 p. ms.

302. Woodruff, Harold. The significance of Bertrand Russell's philosophy for the curriculum. Master's, 1940. Cincinnati. 136 p. ms.

*303. Zanfagna, Sister Mary Lauretana. Educational theories and principles of Cardinal Silvio Antoniano. Doctor's, 1940. Catholic Univ. Washington, Catholic university of American press, 1940. 134 p.

Traces the early life and education of Silvio Antoniano, who was born in Rome, December 31, 1540. Discusses his various writings and his educational theories and principles. Shows that Antoniano touched on many of the principles of modern education.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

HOMOGENEOUS GROUPING

- *304. Abernethy, Thomas James. An experimental study of homogeneous grouping on the basis of intelligence quotients. Doctor's, 1940. Boston Univ. 284 p. ms.

Attempts to determine whether tenth grade pupils will achieve more, the same, or less improvement in the measurable outcomes of a course in general biology as measured by standardized tests on the basis of the higher of two IQs derived from scores made on two forms of a group test of mental ability, when grouped, in three ability groups statistically representative of the highest, middle, and lowest thirds respectively of the entire group studying the subject. Concludes that under the conditions of the experiment pupils grouped on the basis used did not make gains in the outcomes measured which would warrant the assumption that this particular grouping practice is an effective one.

305. Bryant, Charles N. Study of literature on homogeneous grouping. Master's, 1940. Cornell. 145 p. ms.

306. Bushnell, Henry Earl. An evaluation of criteria for homogeneous grouping in junior high school. Master's, 1940. Washington. 40 p. ms.

- *307. Noel, Thomas William. Homogeneous-ability grouping: a study of 1,076 homogeneously and ability grouped collegiate business students. Doctor's, 1940. New York. 147 p. ms.

Studies the homogeneous-ability grouping of 1,069 collegiate business education students

308. Swenson, Andrew B. A study of some aspects of homogeneous grouping and their implications for democracy. Master's, 1940. North Texas St. T. C.

ACTIVITY PROGRAM

309. Launey, Aloysius. A study of the use of an activity program in first grade reading. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 135)

Describes an experiment conducted in the first grades of six rural schools in Evangeline parish where the French language is the dominant language spoken in the homes, to compare the progress in reading of beginning French-speaking pupils in an activity program with that of a similar group taught in the traditional way. Finds that the activity group made better marks on achievement tests than did the traditional group.

310. Frosch, Marion Jean. Certain outcomes of an activity program conducted in an elementary school. Master's, 1940. Temple. 234 p. ms.

311. Robertson, Lafayette J. An evaluation of an activity program in religious education as developed in the Hillyer boys' club of the Windsor avenue church of Hartford. Master's, 1939. Hartford. 200 p. ms.

Presents the various aspects of a church program of weekday leisure activities based on environmental lacks and the needs of the boy residents of a so-called "high-rating delinquent" area in a city of 150,000 people. Shows that the church has a responsibility to include social weekday activities in its program of religious education; and that by participation in such activities, people develop greater respect for the church and appreciation of its functions.

- *312. Rovner, Ruth. Study of the activity programs used in the summer playgrounds situated in metropolitan areas. Master's, 1939. New York. 37 p. ms.

313. Stende, Sidney Milfred. Improving the activity periods in a small Minnesota junior high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 114)

Defines the activities; home room, club, and auditorium; and discusses physical facilities, discipline, records, and awards, and the underlying philosophy of activities and their relation to the entire junior high school program.

314. Webber, Lallie Rose. Learning through purposeful activities in the lower grades. Master's, 1939. Fort Hays Kans. St. Coll. 98 p. ms.

315. Welborn, Lenna M. The growth of the activity program in the rural schools of Brazos county. Master's, 1940. East Texas St. T. C. 93 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 63-64)

Shows that the teachers working under the activity program have learned to adapt themselves to new and unexpected situations; use longer working periods for pupils; correlate subjects instead of presenting them separately; provide opportunities for students to work in groups as well as singly; develop appreciations within the pupils; do research work; plan work well in advance; suggest and guide rather than dictate learning experiences; and bring in materials and illustrations as they operate within the community in which the pupil resides. Finds that pupils take an active part in classroom work, are happier in their work, and that their social and cultural development has increased because of closer contacts with community materials and experiences.

CONTRACT PLAN

*316. Ellwood, Robert Scott. An evaluation of the unit-directed study procedure. Doctor's, 1940. Indiana. Normal, Illinois State normal university, 1939. 50 p. (Illinois State normal university bulletin, vol. 37, no. 157)

Describes an experiment conducted in eight central Illinois high schools during the school year 1938-39, to compare the relative effectiveness of attaining certain modern history objectives by the unit-directed study procedure with that attained through the use of the daily recitation method. Finds that the results of the testing program indicate a tendency in favor of the unit-directed study procedure in teaching understandings and abilities; that attitudes were better taught by the recitation method; that teachers and students seem to favor the unit-directed study procedure, believing it to be more definite, fairer to the individual pupil, and more likely to develop self-reliance.

317. Smith, Janie Mathews. The unit method of instruction and rural school organization. Master's, 1940. Ariz. St. T. C., Tempe. 130 p. ms.

HOME ROOMS

318. Boydston, William Frank. A home room activity suitable for C. E. Byrd high school of Shreveport, Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 124)

Describes the development of an activity program, and the preparation of programs presented once a week in the home rooms. Finds that the two lower classes were more interested in home room activity programs than the upper classes, and that the program was planned to emphasize the work in that division of the school.

319. Hamilton, Lloyd Ellis. Home room organization and administration. Master's, 1940. Kentucky. 114 p. ms.

Recommends careful planning of programs under a well organized set-up with definite responsibilities for all concerned; and with emphasis on pupil activity rather than teacher participation.

320. Kader, Loys E. A survey of certain home room problems and interests of 40 adolescents. Master's, 1940. Michigan.

321. Lundy, Bessie Naomi. A study of the home room program at the Roosevelt junior high school of San Jose, California. Master's, 1940. Stanford.

322. O'Neill, Thomas Sparrow. A home room program for the six-year high school at Brookston, Minnesota. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A) vol. 26, no. 3: 91)

323. Prather, Clifford J. Home room practices in Arizona high schools. Master's, 1940. Arizona. 82 p. ms. (Abstract in: University of Arizona record, vol. 34: 54)

Discusses objectives, values derived from the program, methods of organizing the home room, sources of program material and typical activities of sponsors and pupils. Con-

cludes that the most common values derived from the program were: Establishment of desirable pupil-teacher relationships; offering educational guidance; and increased administrative efficiency. Shows that almost one-half of the teachers answering the questionnaire felt that the values received from the program did not compensate for the time and effort required to conduct it successfully.

324. Robinson, Edra. To develop and to evaluate a functional home room program for citizenship training. Master's, 1940. North Texas St. T. C.

325. Thomas, Eugene S. The home room in guidance, with special reference to Vine junior high school, Kalamazoo, Michigan. Master's, 1940. Michigan.

326. White, C. K. Survey of home room plans being used in the public high schools of South Dakota. Master's, 1940. South Dakota. 61 p. ms.

INDIVIDUAL INSTRUCTION

327. Schramm, *Sister Mary Florinda*. Provisions for individualized instruction in the high schools of Baltimore. Master's, 1940. Catholic Univ. 101 p. ms.

Studies provisions for individualized instruction in nine public and seven private schools in Baltimore. Concludes that some provision for individual differences is made by administrative modifications in both public and private high schools; and that teachers use many classroom procedures in an endeavor to meet the demands of an ever-increasing diversity of interests, needs, and capacities of an almost universal secondary school population.

METHODS OF STUDY

328. Brown, Kenneth Irving. A campus decade: the Hiram study plan of intensive courses, 1930-1940. Chicago, University of Chicago press, 1940. 133 p. (Hiram college)

Describes the Hiram study plan which was inaugurated as a summer school experiment in 1931 and was later used throughout the college year; the comprehensive examinations; and the 5-year sabbatical leave program for the faculty.

329. Miller, Grace Jennings. Analysis of directed study as revealed by books published since 1900. Master's, 1940. Texas.

PLATOON SCHOOLS

330. Welch, Elizabeth. A critical study of the auditorium activities of the white elementary schools of Dallas, Texas, to determine the educational value of such procedures in a platoon system of public schools. Master's, 1940. North Texas St. T. C.

RADIO IN EDUCATION

331. Ayers, Marion Betts. A study of an experiment in classroom radio by the Lubbock public schools, Lubbock, Texas. Master's, 1940. Texas.

332. Baldrige, Pearl Eugenia. The activities of the Federal Government in the field of radio broadcasting. Master's, 1940. Southern California.

333. Bivans, Ira. A course in radio for senior high schools. Master's, 1939. Iowa State. 65 p. ms.

Offers units for a complete course in radio, and presents standards of achievement in and methods of evaluating the units.

334. Breinholt, Verna Allen. Chronological development of radio drama from its beginning to the present. Master's, 1940. Brigham Young.

335. Burton, Emma L. Radio as a factor in education. Master's, 1940. Arizona. 157 p. ms. (Abstract in: University of Arizona record, vol. 34: 12-13)

Considers the importance of radio as an industry, as an influence on the public, and to schools and education. Attempts to determine whether the radio programs available for educational purposes are on school broadcasts or on the regular commercial station schedule.

Analyzes the habits and preferences of elementary school, high school, and college students, and of non-school-connected adults as radio listeners. Suggests ways that radio may be used in schools to the best advantage; types of equipment for school use; preparation of script for school broadcast; presentation of school broadcast; and methods of use of radio in the classroom.

336. Butler, Nellie Louise. A comparison of broadcasting activities of Texas colleges with that of 10 out-of-State universities. Master's, 1940. Baylor.

337. Byers, Burton. An evaluation of scripts for high school broadcasts. Master's, 1940. Iowa.

338. Casey, Glan Lucien. Utilization of radio in the Waller school program in 1938-39. Master's, 1939. Texas.

339. Conrad, Edna Theresa. The use of radio in education with particular reference to its use in the Lincoln junior high school, Sacramento, California. Master's, 1940. Coll. of the Pacific. 92 p. ms.

Analyzes replies to questionnaires circulated among the students of the high school during the winter of 1938-39. Concludes that education is aided by radio.

340. Cowsar, Maxine. A study of the classroom use of radio to stimulate reading. Master's, 1940. Texas.

341. Cutts, Richard A. A study of radio appreciation in the high school. Master's, 1940. Minnesota. 18 p. ms.

Studies the radio appreciation of pupils in the 10th, 11th, and 12th grades in the Minneapolis high schools. Finds that dramatic programs were favorites in all three grades and that students took little interest in current events.

342. Dangelo, William J. A survey of parents' and teachers' reactions to radio programs to which children listen. Master's, 1939. Temple. 126 p. ms.

343. Davis, Frank Parker, Jr. A study of the validity of a method of measuring the extent of radio listening of children. Master's, 1940. Texas.

344. Day, Emmett Esten. A study of the validity of a method of measuring the extent of radio listening. Master's, 1940. Texas.

345. Denger, Roy Ernest. Use of WOI guidance programs in Iowa high schools. Master's, 1939. Iowa State. 93 p. ms.

Studies the outcomes of the guidance broadcasts of Iowa State college over radio station WOI. Gives uses made by schools and the values derived from these broadcasts, and outlines methods by which they may be made more effective.

346. Flickinger, Alice. Script writing for school broadcasts. Master's, 1939. Wisconsin.

347. Goudy, Robert N. A program for developing a critical selection of radio broadcasts in the children of the intermediate grades of the Jefferson elementary school, Parkersburg, West Virginia. Master's, 1940. Ohio Univ. 57 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 23)

Surveys the types of broadcasts preferred by children, and outlines a program for developing an appreciative selection of programs. Concludes that the better radio programs were designed for adult audiences, and that those designed for children were generally of poor quality.

348. Grady, Eugene J. A study of news broadcasts for secondary school children. Master's, 1939. Southern California.

349. Grannis, Alice. An experimental study of the effect of radio educational programs upon the attitudes of high school pupils. Doctor's, 1940. Minnesota.

350. Haugh, Oscar M. Relates to a program for teaching radio appreciation in high school. Master's, 1940. Minnesota.

351. Haynes, Guy Harper. A study of public address equipment in Texas schools. Master's, 1940. Texas.

352. Hazeltine, Howard William. Student interests as a factor in the construction of educational radio programs. Master's, 1939. Stanford.

353. Helm, Richard Newman. A study of the use of radio in the Fresno City school system. Master's, 1939. Southern California.

354. Kennison, Thelma May. The use of radio in music education. Master's, 1939. New York. 73 p. ms.

355. Lawton, Sherman P. The basic course in radio. Doctor's, 1939. Wisconsin.

356. Lohmeyer, Marie Donnasue. The effectiveness of selected methods of radio education at the school level. Master's, 1940. Iowa.

357. Lynum, Alice Pauline. Radio listening habits of individuals living in the Lansing, Iowa, community. Master's, 1940. Iowa State. 63 p. ms.

358. McAllister, William Douglas. The use of radio as an educational method. Master's, 1940. Redlands. 218 p. ms.

359. McKay, John Price. The radio as a factor in the lives of sixth grade children. Doctor's, 1940. Missouri.

360. Melvin, Ruth. An experiment with the influence of radio and music appreciation on musical preferences of high school students. Master's, 1940. Ohio State. 83 p. ms.

Describes an experiment conducted with a class of 71 students in the eleventh and twelfth grades which met for two periods a week for nine months. Finds that preferences can be changed slowly by study, and that outside influences are great

*361. Meserve, George Harris, jr. The radio as an effective means of adult civic education. Master's, 1940. Boston Univ. 101 p. ms.

Analyzes civic education programs for adults offered by four major networks serving Boston and the surrounding area. Attempts to determine the quality of the broadcasts by means of listening tests and written reports of such tests, and the extent to which adults listen to civic education programs. Finds that the amount of civic education available during adult listening hours is comparatively small; that 13 programs containing civic educational features from time to time were among the favorite programs of the people answering the questionnaire. Concludes that educators need not concern themselves so much with the quantity as with the quality of educational material.

362. Muller, Mary. The use of radio in the elementary school. Master's, 1940. Southwestern St. T. C.

363. Mulling, Leon C. The values of the National radio program in the teaching of English. Master's, 1940. Colo. St. Coll. of Ed.

364. Neff, Aline. Writing for radio. Chicago, Columbia Coll. of Drama and Radio, 1939. 200 p. ms.

Studies the technical form of the radio drama, timing, complete one-time scripts, serial drama, commercial auditions of scripts, preparing for sale and submission to agencies, taboos, writing for children, and division of child audiences by age and sex. Develops techniques of writing drama for the possibilities and limitations of the radio.

365. Nelson, Harold Elroy. A comprehensive survey of the radio listening audience. Master's, 1939. Iowa.

366. Peak, Florence A. Radio listening activities of training school children 7 to 15 years of age. Master's, 1940. Pittsburgh, Kans. St. T. C. 75 p. ms.

Investigates the radio listening practices and interests of 108 pupils of the college training school, grades 3 to 7 inclusive, with special consideration for the influence of age, sex, and intelligence.

367. Prescott, Thomas William. A study of audio-visual education in the Anahuac (Texas) school and the radio listening of east central Texas adolescents and preadolescents. Master's, 1940. Texas.

368. Reglein, Ned Lewis. Radio programs available to secondary schools in Indiana. Master's, 1940. Indiana. 90 p. ms.

369. Smith, Dean Bailey. Rate and variation in rate in selected school broadcasts. Master's, 1940. Wisconsin.

370. Smith, Dorothy Clark. Radio preferences of children. Master's, 1939. Southern California.

371. Smith, Eula E. Analysis of data used in introducing radio in the school. Master's, 1940. North Texas St. T. C.

372. Smith, Gretchen Ann. Suggested plan for a department of radio education for public school systems in cities within a population range of 100,000 to 150,000. Master's, 1940. Indiana. 62 p. ms.

373. Straker, Easter Irene. A study of the out-of-school radio listening habits of Terre Haute school children. Master's, 1940. Ind. St. T. C. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 155-56, July 1940)

Analyzes replies to a questionnaire administered to pupils of 12 elementary and secondary schools of Terre Haute and to pupils in a representative school in each of the 12 townships of Vigo county. Finds that the radio is heard in the home by 91.2 percent of the city youth in comparison to 85.63 percent of the country youth; that the city children prefer comedy, plays, and dance music whereas the country children prefer comedy, plays, and hill-billy entertainment.

374. Tyler, Tracy F. Radio programs for social studies classes. Social education, 4: 346-48, May 1940. (University of Minnesota)

375. Wagner, Lillian E. A series of radio scripts for the Iowa State Teacher's Association based on principles of the educational policies commission. Master's, 1940. Iowa.

376. Walsh, Sister Madonna. Recent trends in the use of radio in secondary schools. Master's, 1940. Ind. St. T. C. 101 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 153, July 1940)

Finds that a number of programs suitable for the secondary school level are offered during the school day; that high schools do not make extensive use of these programs, chiefly because of scheduling difficulties; that there are many programs of an educational nature broadcast out of school hours which might be assigned for listening at home and report in class; that many teachers are aware of the need for teaching the critical appraisal of programs; and that high schools have taken eagerly to broadcasting, using public address systems for broadcasting to other rooms where such systems are available.

377. Weintz, Elizabeth E. The effectiveness of radio broadcasts in stimulating the leisure reading of high school students. Master's, 1939. Wisconsin.

378. Wiles, M. Kimball. The evaluation of the school news broadcast series. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 32: 263-70)

Describes an experiment conducted for a similar length of time with three groups of school children: the radio group which listened to a special radio news program as the major activity in their study of current events; the control group which studied current happenings by ordinary classroom methods; and a neutral group from whose curriculum current events were excluded entirely. Concludes that seventh and eighth grade boys and girls should study current events in school; that a school news broadcast provides a valuable source of news information for them; that the utilization of a news program is effective in stimulating their interest in the news; that classroom utilization of an impartial school news broadcast has little effect on their attitudes; that school news programs are effective in focusing pupil interest and attention on desirable topics; that the commentator type of school news broadcast is interesting to seventh and eighth grade pupils.

379. Williams, Lloyd L. The place of educational broadcasting in the commercial radio stations throughout the United States. Master's, 1940. Ind. St. T. C. 95 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 154, July 1940)

Attempts to determine the amount of time devoted to educational broadcasting in the United States; what percent of general broadcasting schedules is devoted to educational broadcasting; how much educational broadcasting is done by colleges and universities, high schools, and elementary schools; the types of educational programs being presented; whether local, regional, or super power stations are doing the most educational broadcasting; and the sections of the United States which are doing the most educational broadcasting.

380. Williams, Robert Glenn. Broadcasting the school band and orchestra (a program for making broadcasts more effective). Master's, 1939. Ohio State. 65 p. ms.

381. Willis, Edgar Ernest. The relative effectiveness of three forms of radio presentation in influencing attitudes. Doctor's, 1940. Wisconsin.

VISUAL INSTRUCTION

382. Ashby, Marie Fletcher. A study of the use of visual aids in the teaching of sixth grade history. Master's, 1940. Texas.

383. Baker, W. Kenneth. An experimental study of the effectiveness of motion pictures in teaching general science. Master's, 1940. Wittenberg. 158 p. ms.

Finds that motion picture films shown indiscriminately in the classroom contribute little or nothing to the learning process; and that motion pictures shown as a summary of the work, in which the content of the film has been correlated with the subject matter, are effective in contributing to the learning process.

384. Beckham, Wick G. The use of opaque pictures in visual education. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the extent to which opaque pictures are used among the teachers in the public schools of Oklahoma and among college professors of visual education in the colleges of the United States. Finds that few of the teachers were from schools having collections of opaque pictorial material, but more than half had personal collections which they used in teaching; that few knew where to obtain good, free, or cheap opaque pictorial material; that 62 courses in visual education were being offered during the 1940 summer term in colleges of the United States, and that 40 college professors of visual education believed that courses in the production of visual aids, including production of opaque pictures, should be included in the curriculum of all teacher-training institutions.

385. Berkowitz, Meyer. Moving pictures attended and preferred by children. Master's, 1940. Temple. 98 p. ms.

386. Brumbaugh, William Donald. The use of motion pictures in teaching current events. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 23-24)

Attempts to determine the relative effectiveness of the use of motion pictures in teaching current events in the junior high school when compared with the use of conventional materials based on reading ability. Finds a definite advantage in the use of motion pictures; and that improvement due to the use of motion pictures varied inversely as to reading ability, directly as to type of home with respect to news sources, and was greater for pupils of average intelligence than for those of superior or inferior mental ability.

387. Bruton, Wayne. A study of the effect of silent instructional films on the progress and achievement of the pupils of the elementary school. Master's, 1940. West. St. Coll.

Studies the use of films in the teaching of history, geography, and hygiene in grades 2 to 8, as contrasted with the teaching of these subjects in the same grades without the use of films. Finds that students made more progress in all three subjects the years films were used than they made in the previous years without films.

388. Carroll, John S. Visual education in teacher training. Doctor's, 1940. Yale.

389. Clark, Georgiana, Nylin, Victor, and others. Visual aids in education. Platteville, Wisconsin State teachers college, 1940. 1 p. ms.

390. Day, Katherine Belle. Visual aids in the junior and senior high schools of Missouri. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 34-35)

Attempts to determine the extent to which projected visual aids are used, and the current practices in using such aids in the junior and senior high schools of Missouri. Analyzes 272 replies to questionnaires sent to 400 schools selected from each county and to visual education directors in St. Louis and Kansas City. Finds that some forms of projected visual aids—motion pictures (both silent and sound), stillfilms, filmstrips, lantern slides, and stereographs—are used in each group of schools; that these aids are shown most frequently in the classroom, to science or social science classes, on a schedule meeting class needs for instructional purposes; that one-half hour or less each week is devoted to the use of aids in slightly over three-fifths of the schools; that in general the teachers using these aids are neither well qualified nor prepared to use them.

391. DeBernardis, Amo. The organization and construction of film slides as an aid to instruction in the general shop. Master's, 1939. Oregon St. 81 p. ms.

392. Donaldson, Anna Belle. Visual aids for the past 25 years in the elementary grades of Lubbock. Master's, 1940. Texas Tech. Coll. 141 p. ms.

Describes the rise in the use of journeys, museums, motion pictures, still pictures, and graphic materials in the first five grades of the public schools of Lubbock, Tex.

393. Grandpré, Lorraine. Use of a motion picture in education. Master's, 1940. Ohio State. 46 p. ms.

Studies public health nursing procedures portrayed in motion pictures in teaching public health nursing.

394. Hadly, Charles G. Survey of the visual aids available in the rural and town elementary schools of Woodbury county. Master's, 1940. South Dakota. 59 p. ms.

395. Haneline, Janey Evelyn. The effect of two sound slidefilms on the development of desirable social attitudes. Master's, 1940. Peabody. 30 p. ms.

Describes an experiment in which sound slidefilms were used with 150 high school students. Concludes that the sound slidefilm had a definite influence on the development of desirable social attitudes.

396. Hansen, John Elmore. A comparison of three methods of using motion pictures in teaching. Doctor's, 1940. Wisconsin.

397. Harmon, Nideith. A survey of the use of visual aids in the primary grades of Acadia parish, Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vo. 32 N. S.: 131-32)

Concludes that school journeys, museum materials, motion and still pictures, charts, posters, and drawings on the blackboard can be used in the primary grades; that all of the primary teachers had access to and used one or more of the various types of visual aids; that the teachers need instruction in the use of various types of projectors.

398. Haynie, William Shirley. An experimental study of the effectiveness of filmstrip pictures in seventh grade geography. Master's, 1940. Kentucky. 52 p. ms.

Describes an experiment in which a control group and an experimental group of seventh grade children were given as nearly identical instruction as possible in geography, except that the experimental group had the advantage of observing filmstrip pictures. Concludes that this group showed a mean gain equal to one year's achievement in geography over the control group.

399. Hise, Tegwith Ann. A study of the purposes and factors of visual education in grades one to eight. Master's, 1939. Ind. St. T. C. 145 p. ms.

(Abstract in: Indiana State teachers college. Teachers college journal, 11: 143, July 1940)

Attempts to determine the purposes and factors affecting visual education in the elementary grades. Traces the history of the use of visual aids. Recommends that courses in the use of visual aids be given in teacher-training institutions.

400. Holden, Stanley G. A survey to determine the frequency and range of educational motion picture service and its cost per pupil reel in a city of New York State. Master's, 1940. N. Y. St. Coll. for Teach.

401. Huetson, Faye B. A feasible program for the use of motion pictures in the intermediate grades. Master's, 1940. Arizona. 50 p. ms. (Abstract in: University of Arizona record, vol. 34: 40)

Sets up a working program for the use of motion pictures in the fourth, fifth, and sixth grade geography classes. Discusses types of films offered, standards for the selection and evaluation of films, and methods to be used in carrying out a film lesson.

402. Jackson, Edgar W. A motion picture film as a means of relating the housing problem to architectural drawing. Master's, 1939. Colo. St. Coll. 48 p. ms.

Describes a class project in a high school in Kansas City, Mo., in which the class in architectural drawing worked over a housing project for a section of the city, and recorded steps in the project on film.

403. Keeler, Rhea I. An annotated bibliography of available educational moving picture films in the field of homemaking. Master's, 1940. Colo. St. Coll. 139 p. ms.

404. Kirkpatrick, Ervin Earl. Problems in the use of instructional films. Master's, 1940. Kans. St. T. C., Pittsburg. 146 p. ms.

Presents a handbook for teachers which discusses such topics as film projection, study guides, assignments, follow-up, silent versus sound films, industrial and federal films. Describes the set-up for visual education in Tulsa, Oklahoma, and Iola, Kansas, schools.

405. Kirwin, Edwin Arthur. Construction of a rating scale for evaluating motion pictures for classroom instruction. Master's, 1939. Iowa State.

406. Lempert, Jacob. A critical survey and an annotated bibliography of the visual projection material available for the subject of history. Master's, 1939. Temple.

407. Livingston, K. E. The status of the education motion picture as a teaching aid in the public schools of New Mexico, and a proposal for a film distribution library. Master's, 1940. West Texas St. T. C.

408. McPherson, Harry Maxwell. The organization, administration and support of visual instruction in California. Doctor's, 1940. California.

Attempts to determine the important factors in the organization of a visual service for teachers in school districts; the administrative provisions essential to the proper functioning of a visual service program; the cost of visual services now provided by districts; and procedures by which visual service programs might be financed. Finds that there is little or no visual instruction in districts which do not provide visual materials from centralized departments; that the formation of county or joint-county visual departments to centralize visual services of school districts seems advisable; that the technical aspect and high cost of motion pictures creates a special problem in the organization of a visual program; that a supervisor of visual instruction trained in visual techniques and library procedures is essential to the administration of a visual program; and that careful, long-time planning of the visual program with specific, continuous allocation of funds to the department is essential.

409. Maneval, Roy Vernon. A further study of the relative value of sound motion pictures and study sheets in science teaching. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

410. ——— The relative value of sound and silent motion pictures in science teaching. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

411. ——— The relative value of sound motion pictures and study sheets in science teaching. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

412. Maple, Clair. A survey of visual aids in the Cincinnati school system. Master's, 1940. Cincinnati. 82 p. ms.

413. Mears, Jack Waddington. The present status of visual education in Texas. Master's, 1940. Texas.

414. Miller, Clyde K. Difficulties encountered in handling school films. Master's, 1940. Ohio State. 106 p. ms.

415. Miller, Walter Allen. The status of visual instruction in junior high schools of east Texas. Master's, 1940. Texas.

416. Neely, Thomas Oran. A comparative study of the effects of certain visual aids on pupil achievement in general science. Master's, 1940. North Texas St. T. C.

417. Perdue, James Everett. Pictures as learning aids in the social studies. Master's, 1940. Colo. St. Coll. of Ed.

418. Persing, Ellis C. Visual aids and amateur photography. Science education, 24: 139-41, March 1940. (Western Reserve university)

419. Pierce, Carleton C., jr. The classroom use of visual aids based on experimental studies. Master's, 1940. Peabody. 119 p. ms.

420. Potthoff, Carl J. and Patterson, D. O. Motion pictures as an aid in teaching human biology. Minneapolis, University of Minnesota, 1940.

Describes an experiment in which an experimental group of students at the University of Minnesota was taught human biology by the lecture method and the use of regular instructional materials plus 12 one-reel films; and the control group was taught in the regular way by lectures including such usual materials as blackboard drawings, charts, models, and lantern slides, but without the use of films.

421. Powell, William Harry. A further study of the organization and administration of visual aids in the Houston public schools. Master's, 1940. Texas.

422. Rumbo, Benton, B. The visual aid department organized and the aids evaluated. Master's, 1940. East Texas St. T. C. 73 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 52)

Studies the most important visual-sensory teaching aids and the organization of the visual-aid department in which they are used.

423. Rummel, Paul Z. Theories of grade placement of motion picture film material. Doctor's, 1940. Boston Univ.

424. Sailstad, Robert J. The influence of two types of films on certain speech outcomes. Minneapolis, University of Minnesota, 1940.

Describes the use of humorous films, and compares the effect of their use with the use of more conventional, serious films in aiding students of differing speech backgrounds and personality adjustment levels to achieve certain speech outcomes.

425. Sherman, Mendel. A program for visual education in the Cincinnati schools. Master's, 1940. Cincinnati. 154 p. ms.

426. Shull, Claude Archer. The suitability of the commercial entertainment motion picture to the age of the child. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 217-19)

Shows that the motion picture theater is one of the greatest educative forces in existence, more powerful than school, home, or church, and often in competition with these forces; and too often nullifying the work of other educational agencies. Traces attempts to control

the theaters in the interest of the child from 1909 to the present. Describes a series of investigations made during the years 1937-39 on the number and type of motion pictures seen by some 30,000 children in grades 4-8, the day and time of attendance; and the replies to letters sent to 850 educators and child specialists throughout the country to determine their opinions as to the damage which unsuitable pictures might cause to children. Offers suggestions for improving the type of pictures shown to children, and for keeping children from attending adult motion pictures.

427. Skaggs, Darcy A. The available visual aids for the Arizona State course of study in geography. Master's, 1939. Ariz. St. T. C., Tempe. 396 p. ms.

428. Smith, Lena R. The interpretation of newspaper cartoons by sixth grade children. Master's, 1940. Ohio Univ. 76 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 47-48)

Concludes that children read and interpret cartoons of varying degrees of difficulty, when they are interested in the cartoons, and that due to the pleasure which children derive in interpreting them the cartoon can be a valuable teaching aid

429. Strickler, George Marion. The effect of the film slide as a teaching aid in general science. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 153)

Concludes that the showing of film slides to groups of general science pupils does not increase the average of the group in achievement in general science; and that film slides seem to help the general science achievement of those students who are below the average intelligence of the group.

430. Walker, Oliver P. A survey of school use of visual aids in Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 195)

Shows that unprojected pictorial materials are used more extensively than any other group of visual aids; that large school systems make more use of visual aids than do small school systems; that none of the aids requiring mechanical equipment are used more often than those aids not requiring equipment; and that more use is made of visual materials in the secondary than in the elementary schools.

431. Warren, Tully Evans. Selected aspects of teacher-pupil judgments of educational motion pictures. Master's, 1939. Stanford.

432. Wilson, Elmo C. and Lord, F. L. A study of the integrated versus the perfunctory use of available films in teaching current history in the General college. Minneapolis, University of Minnesota, 1940.

Studies the effect of two types of use of educational motion pictures on informational and attitudinal outcome.

PSYCHOLOGY—EDUCATIONAL

*433. Allen, Mildred M. Prediction of academic success of elementary school pupils by means of Kuhlmann-Anderson test. Doctor's, 1940. New York. 128 p. ms.

Attempts to determine the predictive value of the Kuhlmann-Anderson intelligence test as a whole and its parts in reading, arithmetic, and spelling in the elementary grades. Finds that several of the individual tests are more reliable than the test as a whole.

434. Baird, Winifred. Equated word lists for memory experiments. Master's, 1940. Catholic Univ. 25 p. ms.

Describes the method of selecting two lists of 25 verbs and two lists of simple concrete nouns, and their validation by administering them to approximately 750 public school children in grades four, five, and six of the Dubuque, Iowa, public schools.

435. Bardack, Herbert. The teaching of attitudes. Master's, 1940. N. Y. St. Coll. for Teach.

436. Breland, Keller B. Retroactive inhibition: random vs. serial presentation of material. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 M. S.: 78-79)

Attempts to determine the relative amounts of retroactive inhibition produced by presenting learning material in a serial order and in a random order, using as subjects 20 college students.

437. Buckley, Aubrey W. Intelligence diagnostic of certain animal learning problems adapted to human subjects. Doctor's, 1940. Peabody.

438. Buckley, Mary. A study of the constancy of the intelligence quotient. Master's, 1940. N. Y. St. Coll. for Teach.

439. Bumatay, Elias Fijer. The relative influence of directional and other factors in maze learning. Doctor's, 1940. Texas.

440. Cofer, Charles N. A comparison of logical and verbatim learning of prose passages of different lengths. Doctor's, 1940. Brown.

441. Dutton, Eugene. Association and dissociation in learning. Master's, 1940. Chicago.

442. Edwards, Allen Louis. Frames of reference as a factor influencing learning and retention. Doctor's, 1940. Northwestern.

*433. Fox, Richard E. An experiment to determine the relative efficiency of two methods of studying educational psychology: (1) Classroom lecture with textbook assignment; (2) Self-directed study. Doctor's, 1940. New York. 109 p. ms.

Describes an experiment conducted with students in a freshman course in educational psychology in a Vermont normal school. Concludes that self-directed study was significantly more effective than the classroom lecture with textbook-assignment method of study in terms of subject matter achievement; that self-directed study did not result in either more or less time being spent in study than the classroom lecture with textbook-assignment method of study; that self-directed study was significantly more efficient than the classroom lecture with textbook-assignment method of study in terms of subject matter achievement per unit of time spent in study; and that neither self-directed study nor the classroom lecture with textbook-assignment method of study resulted in greater retention.

*444. Glaser, Edward M. An experiment in the development of critical thinking. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1941. 212 p. (Contributions to education, no. 843)

Attempts to develop and present materials and illustrative teaching procedures which may be used effectively by the teacher of upper-grade elementary, secondary, and college students to stimulate growth in ability to think critically; to evaluate the effectiveness of those materials and teaching procedures; and to ascertain whether there is a relationship between ability to think critically and certain other factors, such as reading ability, patterns of interest-values, home background, and sex.

445. Hall, Tom Aldis. Temporal aspects of a learning determination. Doctor's, 1940. Oklahoma.

446. Halloran, Thomas Joseph. The relation between the amount learned and the number of repetitions required for learning, using two place numbers. Master's, 1940. Catholic Univ. 16 p. ms.

Describes an experiment conducted with 17 male adult, unpracticed subjects to determine the relation of the amount learned and the number of repetitions required for learning. Reveals a positively accelerating increase in the number of repetitions in relation to the increase in the length of material.

447. Hansen, Robert Henry. The relation between the amount learned and the number of repetitions required for learning, using nonsense syllables. Master's, 1940. Catholic Univ. 16 p. ms.

Indicates a positively accelerating increase in the number of repetitions in relation to the increase in the length of material, as shown by a study of 17 male, adult unpracticed subjects tested on five series of nonsense syllables, ranging from a series of seven to a series of 11 non-sense syllables.

448. Hirschfeld, Beatrice J. The effect of stirring music on learning. Master's, 1939. Columbia.

*449. Houlahan, Rev. Francis John. Retroactive inhibition as affected by the temporal position of interpolated learning activities in elementary school children. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 27 p.

450. Jost, Hudson. The relation between certain physiological changes during learning frustration, and sensory stimulation and personality variation. Doctor's, 1940. Chicago.

*451. Lemaire, Agnes Catherine. Investigations on whole-part learning from 1930 through 1939. Master's, 1940. Louisville. 103 p. ms.

Reviews investigations on the whole-part problem from 1930-39. Describes an investigation on whole-part learning in connection with typewriting in 1935; and investigations on methods of learning poetry and on learning chemistry in the Louisville public schools in 1935. Concludes that the whole method of learning is superior; and shows the need for further research on the problem.

*452. Luchins, Abraham S. The effect of *Einstellung* on learning. Doctor's, 1939. New York. 99 p. ms.

Attempts to determine whether an individual who uses the same method of solving a number of similar problems will use this method in subsequent problems that might be solved in a more direct and simple manner. Describes experiments conducted with 1,388 adults of whom 289 were graduate students, 232 were undergraduate college students, and 867 were noncollege adults attending WPA adult education courses; with 1,552 public school pupils of the fourth, fifth, and sixth grades, and 40 pupils of similar grade levels in a private elementary school. Recommends that in teaching a new principle or formula, the teacher interject problems that cannot be solved by the formula which is being practiced, and problems that have various methods of procedure in spite of their apparent similarity.

453. McClelland, Tom N. Comparison of overlearning and review. Master's, 1940. Iowa.

454. McGourty, Mildred C. Serial position effects in learning as a function of interfering associations. Master's, 1940. Iowa.

455. McKeever, Benjamin. The effect of success and failure on human trial-and-error learning. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no 66)

Describes three experiments conducted to determine to what degree, if any, human subjects learn about incorrect alternatives in a trial-and-error situation involving verbal responses.

456. Marx, Edmund P. An application of methods of curricular research to educational psychology. Doctor's, 1940. Ohio State. 213 p. ms.

Studies the catalogs of 12 colleges for the years 1910, 1920, 1930, and 1940 for courses in psychology in teacher preparation. Analyzes 16 textbooks in educational psychology between 1890 and 1940, and more than 200 critical articles in journals. Reviews evaluations of 191 topics in educational psychology made by 278 college students. Finds that a course in educational psychology is now required in nearly all teacher-training institutions; that textbooks display a tendency toward elimination of relatively useless material, but fail to reveal the addition of much new material valuable to teachers.

457. Murphy, Matthew J. The differentiation of a response: an exploratory study with human subjects. Doctor's, 1940. New York.

458. Niehaus, Stanley William. The effect of interpolated activity upon retention of subject matter. Master's, 1940. Iowa.

*459. Pax, Rev. Walter T. A critical study of Thorndike's theory and laws of learning. Doctor's, 1938. Catholic Univ. Washington, D. C., Catholic university of America, 1938. 175 p.

460. Reichert, Mabel Smith. The effect of retention of knowing on success or failure. Master's, 1940. Iowa.

*461. Sand, Margaret Cole. The effect of length of list upon retroactive inhibition when degree of learning is controlled. Doctor's, 1939. Columbia. New York, 1939. 50 p. (Archives of psychology, no. 258)

Studies the relation between the length of task and susceptibility to retroactive inhibition when the degree of learning is held constant, using 50 young women as subjects.

*462. Sargent, Stephen Stansfeld. Thinking processes at various levels of difficulty; a quantitative and qualitative study of individual differences. Doctor's, 1940. Columbia. New York, 1940. 58 p. (Archives of psychology, no. 249)

Describes an experiment conducted with groups of students from three colleges in which the disarranged word or anagram problem was used to determine quantitative and qualitative individual differences.

463. Schmidt, Hermann Otto. The effects of praise and blame as incentives to learning. Doctor's, 1940. Johns Hopkins.

464. Simpson, Benjamin R. The wandering IQ: a continuation. Journal of psychology, 9: 31-48, January 1940. (Western Reserve university)

465. Spencer, Edward Merritt. The retention of orally presented material, Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Attempts to determine the effect of written recognition tests on the retention of facts which 2,432 sixth grade pupils from 80 classes in 13 school systems acquired from orally presented materials. Shows that retention from oral presentation benefited significantly by the response to written recognition tests. Compares the rate of forgetting and the effect of a recognition test on the retention of facts acquired from oral presentation with facts acquired from visual presentation, by comparing the results from this study with the results from a study conducted by another investigator in which sixth grade pupils read the materials. Finds that the initial rate of forgetting tended to be slower from oral presentation.

466. Stone, Gwyn Raymond. A study of the retention of meaningful and nonsense materials over short intervals of time. Master's, 1940. Missouri.

467. Sullivan, Rev. Arthur A. Retroactive inhibition as a function of the length of the interpolated lists. Doctor's, 1940. Catholic Univ.

Investigates the influence of varying lengths of interpolated lists; 8, 12, and 16 adjectives, on a previously learned series of 12 two-digit numbers. Concludes that in terms of recall scores, retention decreases as the number of interpolated items increases; that in terms of relearning and savings scores, relearning or remastery of the original list of 12 numbers is more difficult the greater the number of the interpolated items.

*468. Swenson, Walter J. Changes in muscular tension in learning. Doctor's, 1940. North Dakota. 54 p. ms.

469. Underwood, Benton Junior. Punishment in serial verbal learning: its effect on retroactive and proactive inhibition and accompanying muscular tension as measured by Aplmar skin resistance. Master's, 1940. Missouri.

470. Watts, Sarah Merle. A study of the effect of supplementary reading on retention. Master's, 1940. Iowa.

471. Weaver, Charles E. The effects of auditory and visual impression upon the recall of prose passages in grades three to nine. Master's, 1940. Wittenberg. 83 p. ms.

Finds that there is a difference in the effects of auditory and visual impression in grades three to nine.

472. White, William Thomas. Mnemonic devices in teaching. Master's, 1940. Clark. (Abstract *in*: Clark university. Abstracts of dissertations, and theses, vol. 12: 135-37)

Compiles a list of mnemonic devices, and determines the efficiency with which students of the tenth grade of high school were able to recall several types of facts with the aid of mnemonic devices. Concludes that mnemonic devices have a real value in assisting the recall of casually acquired knowledge where there is not overlearning and where there is no motivation to practice or review the material outside the regular practice period.

CHILD STUDY

473. Blair, Ruth. Standards for the energy requirements of preschool children. Doctor's, 1940. Chicago.

474. Bower, Esther Weighton. Attention span and degree of accomplishment of the preschool child in the use of certain play materials. Master's, 1940. Penn. State.

*475. Carey, Thomas F. The relation of physical growth to developmental age in boys. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 119 p.

476. Danforth, Percy Owen. A measurement of the sensitivity of children to the emotional aspect of abstract design. Master's, 1940. Michigan.

477. Dominiquez, Kathryn Ella. Discrimination in children: the size factor in transportation. Master's, 1939. Columbia.

478. Fanning, Marion Elizabeth. The social adjustment of children of mentally ill parents. Master's, 1939. Smith.

479. Gibson, Alice Farrar. Personality and behavior problems of children suffering from congenital syphilis. Master's, 1939. Smith.

480. Hatch, Helen Betty. Measurement of socio-economic status on the basis of the personal appearance of the child. Master's, 1940. Michigan.

481. Johnson, Erwin M. The contribution of developmental age to the study of the child as a whole. Master's, 1940. Michigan.

482. Kent, Lenore. A study of the time spent by mothers in the care of four and five year old children. Master's, 1940. Ohio Univ. 41 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 27.)

483. Krehbiel, Thelma. Speech sounds of infants: the fourth, fifth, and sixth months. Master's, 1940. Iowa.

484. Landrith, Barbara Gevene. A study of certain aspects of children's thinking with special reference to mental age. Master's, 1940. Kansas. 92 p. ms.

485. Lyle, Nellie Catherine. A normative study of the growth and development of the 1938-39 Oregon State college home management house infants. Master's, 1940. Oregon St. Coll.

486. Mabrey, Glenda. The effect of selected economic experiences on the personality of children. Master's, 1940. Iowa.

487. MacDonald, Jean M. The behavior of the young child in a condition of insecurity. Doctor's, 1940. Radcliffe.

488. Maier, John Valentine. A study of the social attitudes and adjustments of the children of unemployed families. Doctor's, 1940. Indiana. 82 p. ms.

489. Marx, Lawrence Norbert. Action potentials during the sleep of the newborn infant. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 81: 179-85.)

490. Moore, Agnes Hofstetter. Provisions for public care of Iowa children of preschool age. Master's, 1940. Iowa.

491. Mosher, Ruth Ann. The effect of a three-quarter credit course in child development upon the attitude of college students toward corporal punishment, self-expression, and enjoyment of children. Master's, 1940. Iowa State. 60 p. ms.

492. Ng, Woot Tsuen. A study of the nutritional status of children with particular reference to haemoglobin and iron intake. Doctor's, 1940. Penn. State.

493. Pinckes, Bertha. A comparative analysis of individual growth curves of height, trunk, and legs. Master's, 1940. Iowa.

494. Reese, Sarah Burton. Study of the types of perceptual approach used by pre-school children, with comparisons to first and fifth grade children. Master's, 1940. Texas.

495. Senderling, Ellwood Wesley. Individual differences in the behavior of newborn infants in relation to emotionality of parents. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 299-306.)

496. Stevenson, Emily Watson. Methods of determining school maturity of preschool children: an evaluation of available observational techniques, experiments, and rating scales. Master's, 1939. Smith.

497. Thompson, Iva. The persistence of color preference in young children. Master's, 1940. Michigan.

498. Williams, Malcolm James. The influence of specific experiences on children's concepts of causal relations. Doctor's, 1940. Michigan. 300 p. ms.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

499. Abell, Edward L. A study of discrepancies between intelligence test scores and scholarship indexes. Teachers college journal, 12: 14-16, 19, September 1940. (Indiana State teachers college.)

Compares 41 students, called Group A, who were 30 or more percentile points higher in scholarship than in intelligence with 62 students, called Group B, who were 30 or more percentile points lower in scholarship than in intelligence. Finds that both groups feel the need for instruction in the art of studying; that many students in both groups admit that they did not put forth their best effort on the intelligence test; that these students have a poor opinion of the intelligence test as a measure of their ability; that about two-thirds of Group A think well of the scholarship index while about two-thirds of Group B think ill of it; that regular class work is considered by both groups as decidedly more valuable than extra-class activities.

500. Ackerman, Dorothy S. A critical evaluation of the Viennese tests as applied to 200 New York infants 6 to 12 months old. Doctor's, 1940. Fordham.

*501. Ball, Fred J. A study of the predictive values of the Thurstone primary mental abilities as applied to lower division freshmen. Master's, 1940. Penn. State. 25 p. ms.

Compares the relative performance of lower division freshman girls and lower division freshman boys on the Thurstone primary mental abilities tests; the relative performance of freshman engineering and lower division boys on these tests; the degree of intercorrelation among the primary mental abilities; and the degree of correlation between the primary mental abilities and the first semester average and marks in nine subject matter fields. Finds boys superior to girls in Thurstone's D and S factors; and girls superior to boys in the other abilities except N; the engineering group superior except in the P factor; correlations of primary mental abilities and semester average low; and low correlations between primary mental abilities and separate subject matter fields.

502. Cohen, Edith R. A comparison of the revised Terman scale and the Otis higher examination. Master's, 1939. Columbia.

503. Congden, Nora Alvina. The measurement of mental abilities and achievement of teachers college freshmen. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3.)

504. Costello, Timothy W. Relative performance of behavior problem boys on the Stanford-Binet and Cornell-Coxe performance scales. Master's, 1939. Fordham. (Abstract *in*: Fordham university. Dissertations accepted for higher degrees . . . 1940: 96.)

Describes an experiment in which forms 1 of the Revised Stanford-Binet scale and of the Cornell-Coxe performance ability scale were given to 48 boys selected by the principal of their school from five classes, as representing two behavior types, normal and problem.

505. DiTolla, Eugenia E. A comparative study of performance tests. Master's, 1939. Fordham. (Abstract *in*: Fordham university. Dissertations accepted for higher degrees . . . 1940: 97-98.)

Compares the performance of 30 normal boys and girls on the Pintner-Patterson performance scale, the Grace Arthur point performance scale, and the Cornell-Coxe performance ability scale. Finds that the highest MA scores and IQs were obtained on the Cornell-Coxe scale, and the lowest were obtained on the Arthur scale.

506. Driscoll, Sister Anita Mary. The relation of Thurstone's primary mental factors to success in various school subjects. Master's, 1939. Fordham. (Abstract *in*: Fordham university. Dissertations accepted for higher degrees . . . 1940: 94.)

Describes an experiment in which the battery of Thurstone tests was given to 100 girls in the fifth term of a general academic high school, and the results correlated with the girls' marks in English, Latin, and mathematics. Concludes that as a tool for guidance in the high school, the practicality of the present tests of primary mental abilities is questioned.

507. Egan, James P. Measurement of sensory dimensions. Master's, 1940. Iowa.

508. Evans, Mary Catherine. The measurement of different types of introversion-extroversion and their relationship to scholastic achievement. Doctor's, 1940. Minnesota.

509. Failor, Leona Mae. An evaluation of intelligence tests used in industrial schools and reformatories. Doctor's, 1940. Nebraska. (Abstract *in*: University of Nebraska. Abstracts of doctoral dissertations, 1940: 59-65.)

Attempts to determine the use made of intelligence testing in industrial schools of the United States; to compare certain intelligence tests in determining the mental abilities of industrial school populations; and to determine how performance on various mental tests compare with the ratings on 11 traits made by persons knowing these people. Finds that intelligence tests were given in 74 percent of the 68 industrial schools answering the questionnaire; that no one test is widely used.

510. Farrell, Sister Marie Lucille. The relation of Thurstone's primary mental factors to general intelligence and cognitive ability. Master's, 1939. Fordham. (Abstract *in*: Fordham university. Dissertations accepted for higher degrees . . . 1940: 98-99.)

Administers McManama's cognitive ability tests, and Thurstone's tests for primary abilities to 100 fifth-term high school students, most of whom were 16 years of age.

511. Feingold, Solomon Norman. A culture free intelligence test: evaluation of cultural influence on test scores. Master's, 1940. Clark. (Abstract *in*: Clark university. Abstracts of dissertations and theses, vol. 12: 108-10.)

Described an experiment in which 37 adult immigrants, male and female, composed of German, Lithuanian, Polish, and Albanian racial stock, were tested soon after coming to America and again after 77 days had elapsed. Compares the changes in their test scores with those of a control group of 84 American-born of approximately the same age. Finds that the immigrants gained more than the control group, in accordance with ability, on all but one of the tests.

512. Fosberg, Irving Arthur. An experimental study of the reliability of the Rorschach psychodiagnostic technique. Doctor's, 1940. New York.

513. Garber, William Frank. A critical analysis of research relating to the performance test as a measure of intelligence. Master's, 1940. Coll. of the City of N. Y. 115 p. ms.

514. Gardiner, Charles Spurgeon. A study of speed and difficulty in intelligence testing. Doctor's, 1940. Texas.

*515. Gearan, John S. The reliability of the American Council on education psychological examination. Master's, 1940. St. T. C., Fitchburg. 54 p. ms.

Studies the scores made on the American Council on education psychological examination by 89 members of the freshmen class of the college to determine the reliability, by the chance-halves method, of the 1939 edition of the test. Concludes that the examination is reliable enough for the purpose for which it is prepared.

516. Gnagi, Catherine Marie. The constancy and significance of personality in the mental test situation. Master's, 1940. Michigan.

517. Griffin, Elinor Fitch. The concept of seeking tendency and its measurement. Master's, 1940. Michigan.

*518. Haggerty, Earl J. An evaluation of certain mental tests used as measures of reading capacity. Master's, 1940. Boston Univ. 76 p. ms.

Describes the five tests used in this investigation. Analyzes data on 233 fourth-grade children ranging in age from 8 to 11 years, to whom the tests were administered at various times. Finds a marked degree of variation in the test results; and significant differences between reading capacity and reading achievement.

519. Henry, Janet Allyn. A comparison of intelligence test scores as measured by the old and new Stanford-Binet tests. Master's, 1940. Iowa.

520. Lantz, C. M. Beatrice. Some dynamic aspects of success and failure as evidenced by intelligence test responses, verbal, behavioral, and personality variations of nine year old boys. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . :162-64.)

Attempts to determine the direction and strength of behavior modifications which occur with the experience of success or failure. Describes an experiment conducted with 212 9-year-old native-born white boys of IQ's 80-120. Finds that the experience of success or failure has an influence on the mental activity which immediately follows such an experience; that a successful experience raises the average scores on a mental test; that the experience of failure serves as a depressant, significantly inhibiting the expected test-retest increases in average score; that the experience of failure has a more serious effect upon mental processes than does experience of success; and that the experience of success tends to increase the average ratings on those traits and attitudes that favor better personality adjustments.

521. McCall, Lance Eugene. A study of individual and group tests of intelligence at the high school level. Master's, 1940. Texas.

522. McDowell, Frank K. The relation of scatter on mental tests to scatter in growth. Master's, 1940. Michigan.

523. McGrath, Richard F. A study of scatter in the 1937 Stanford-Binet intelligence tests. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . , 1940: 100)

Indicates that children with physical defects scatter more than simple behavior problem children, or simple intellectual retardation cases; and that feeble-minded children scatter the least, with superior children probably scattering the most.

*524. Marquit, Syvil. A new substitution test of the performance type. Doctor's, 1940. New York. 77 p. ms.

Describes the development of an individual test of the performance type, and its standardization on children ranging in age from 6 to 10 years, in New York City. Finds

that the new test may be used to supplement the Stanford-Binet; that it is valid and reliable compared with frequently used performance tests and economical in that it requires less than five minutes to administer, the materials are not expensive, and examiners or teachers can acquire the techniques of administering it in less than one hour.

525. Millard, C. V. Measurement of mental development. East Lansing, Michigan State college, 1940.

Studies cumulative records of the mental status of 400 children over a 5-year period. Concludes that the mental growth curve is a reflection of the general growth pattern.

526. Mills, Clifford Newton. An analysis of the teachers college psychological examination, form C, 1938. Doctor's, 1940. Wisconsin.

*527. Moffie, Dannie Joseph. A non-verbal approach to the Thurstone primary mental abilities. Doctor's, 1940. Penn. State. 50 p. ms.

Attempts to determine whether or not there is a general factor present in the performance tests used in this battery; if not, to determine what factors are measured; to determine whether it is possible for performance tests to measure the same abilities as are measured by paper-pencil tests; and to determine whether certain newly constructed performance tests, designed to measure primary abilities, measure what they were arbitrarily named. Administers various tests to 110 freshmen boys at the Pennsylvania State college, in the schools of physical education, industrial education, and the lower division. Concludes that the presence of a general factor was not disclosed; that the tests used in this battery measure space and reasoning, with some evidence of measuring perceptual speed; and that it is possible to measure in a performance test the same abilities as measured by paper-pencil tests.

528. Morgan, Frank. The reliability of the Terman group test in predicting academic success in the North Texas State teachers college. Master's, 1940. North Texas St. T. C.

529. Niemela, Weston A. Study of value of American Council on Education psychology examination. Master's, 1939. St. Coll. of Wash. 28 p. ms.

Compares tests results with academic achievement. Concludes that this examination is more predictive of success in non-major than in major subjects; that various parts of the test have varying specific value for prediction in the several major fields; and that the test is of limited value.

530. Peixotto, Helen E. Interserial inhibition as measured by reproduction. Doctor's, 1940. Fordham.

531. Prager, Daniel. The performance of adult mental patients on the revised Stanford-Binet, form 1. and the Bellevue adult intelligence scales. Master's, 1940. Iowa.

*532. Robinson, Eleanor L. A comparison of ratings on the 1916 and the 1937 revisions of the Stanford-Binet intelligence scale at the first grade level. Master's, 1940. Penn. State. 33 p. ms.

Compares the ratings of 74 first-grade children in the State college public schools on the original and the revised Stanford-Binet intelligence scales. Compares results of previous studies with the prediction table prepared by Bernreuter and Carr. Finds that IQs ranged from 78 to 150 on the original scale, and from 79 to 159 on the revised scale; that there was a tendency for IQs above 120 to be higher on the revised form than on the original form, and for IQs below 100 to be lower on the revised form.

533. Rost, Ada Margaret. An identification and discrimination test for children with cerebral palsy. Master's, 1940. Nebraska.

534. Sarason, Seymour Bernard. The effects of training on four intelligence tests. Master's, 1940. Clark. (Abstract in; Clark university. Abstracts of dissertations and theses, vol. 12: 113-14.)

Studies the effects of training four groups of high school freshmen on the Terman-Merrill, Cattell culture-free, Grace Arthur, and the arithmetic portions of the American Council on education test for high school students. Finds that the Cattell culture-free and the Terman-Merrill were the most consistent tests.

535. Schlachter, Gertrude A. An evaluation of the sixth year test group of the Viennese system. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 102.)

Administers Viennese tests and form M of the new Terman revision of the Binet tests, to 45 6-year-old children in order to evaluate the items of the sixth-year group of the Viennese tests.

536. Shurrager, Harriett C. The measurement of memory on an absolute scale. Doctor's, 1940. Illinois.

537. Sless, Bernard. A comparative study of the 1916 Stanford Binet intelligence test and the 1937 Stanford Binet (form I) intelligence test on the college level. Master's, 1939. Temple. 36 p. ms.

538. Tiemann Erwin Fritz. The relation of reactometer tests to the physical and mental ratings of high school students. Master's, 1939. Agr. and Mech. Coll. of Texas. 56 p. ms.

Studies the results of reactometer tests, visual, auditory, IQs, and reading quotients of 566 pupils in the Beaumont senior high school. Finds no relationship between an individual's reaction time and his mental ability, reading ability, visual acuity, and auditory acuity.

*539. Tredick, Virginia Dickey. The Thurstone Primary mental ability tests and a battery of vocational guidance tests as predictors of academic success. Master's, 1940. Penn. State. 42 p. ms.

Describes an experiment conducted with 113 freshmen women in the department of home economics at Pennsylvania State College to whom the primary mental ability tests and a battery of vocational guidance tests were administered, and the results compared with those of freshmen women in other schools. Concludes that the primary mental ability tests do not measure entirely separate functions; that the tests in the vocational guidance battery correlate significantly with one or more of the factors of the primary mental ability tests; that all of these tests correlate significantly with college marks; and that the superiority of the forecasting efficiency of the primary mental ability tests over the vocational guidance tests was not statistically reliable.

540. Williams, Mary Goshorn. Growth of perception in children as revealed in responses to the Rorschach cards. Master's, 1940. Kansas. 54 p. ms.

SOCIAL INTELLIGENCE—TESTS AND SCALES

*541. Anderson, Catherine Russel. Construction of a scale of parental attitudes. Master's, 1940. George Washington. 88 p. ms.

Describes the construction of a questionnaire to determine what parents think about various methods of guiding and training the child during the pre-school period. Analyzes the 200 filled-out questionnaires, showing the opinions of parents living in Washington, D. C. Concludes that the determining factors in deciding parents' policies were age, religion, occupation, education, and the number of children in the home.

542. Baker, Elizabeth. Some adolescent personality patterns as revealed by the Rorschach method. Master's, 1940. Western Reserve. 134 p. ms.

Analyzes age and sex differences on norms for the Rorschach ink-blot test administered to 41 boys and 35 girls at 12 years of age, and again at 15 years of age. Finds the Rorschach method highly serviceable in analyzing and describing adolescent personality.

543. Carter, Gerald C. Personality adjustment of athletes and non-athletes. Master's, 1939. Ind. St. T. C. 49 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 138-39.)

Attempts to determine whether participation in organized high school athletics has any effect upon personality adjustment as measured by Symonds' adjustment questionnaire, and by a specially prepared rating scale, using as subjects all the boys of the junior and senior classes in 10 Indiana high schools. Finds little difference between athletes and non-athletes on ratings on the Symonds' adjustment questionnaire; and differences in favor of the athletes on the ratings made by principals, coaches, and classroom teachers

544. Congden, Nora Alvina. New weights for the responses in the Heilman personal data scale. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2.)

545. Crosby, R. C. and Winsor, A. L. Validity of students' estimates of their interests. Journal of applied psychology. (Cornell university.)

546. Eblen, Viola Moss. A comparative study of difficulties of successful and unsuccessful girls as indicated by four measurements. Master's, 1940. Michigan

547. Endacott, John Lawrence. The Rorschach test and juvenile delinquency: a sociopsychobiological approach. Master's, 1940. Kansas. 139 p. ms

548. Evans, M. Catherine. The development of scales of introversion-extroversion. Doctor's, 1940. Minnesota. 333 p. ms.

Attempts to develop homogeneous but relatively independent measures for thinking, social, and emotional introversion-extroversion appropriate for college students. Studies the relationship of scores on these tests to achievement of college students.

549. Feldman, Helene. A comparison of the performance of delinquent and normal women on the cursive miniature situations test. Master's, 1940. Clark (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 111-12)

Finds significant differences between the two groups

550. Good, Jean E. Evaluation of personal qualities of young adolescents. Master's, 1940. Stout. 113 p. ms.

Describes the construction of a series of short problem type evaluation instruments to test the reaction of young adolescent girls to certain desirable qualities.

551. Goodman, Virginia. Factor analysis of 20 personality items. Master's, 1940. Penn. State. (Abstract in: Pennsylvania State college. Studies in education, no. 22: 23-24)

Describes an experiment in which 20 questions on personality were asked of 100 male and 100 female college students.

552. Hodgson, Saidee. The relationships between selected character traits and certain other variables. Master's, 1940. Georgia. 38 p. ms.

Finds no marked relationship between the factors studied.

553. Irwin, Ralph Alexander. The use of emotional stereotyped phrases as a means of measuring attitudes. Doctor's, 1940. Ohio State.

554. Kraft, Margaret Rosenberg. Value of the Rorschach test to case work. Master's, 1939. Smith.

555. Maucker, James William. Measurement and evaluation of high school students' understanding of modern society. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66.)

Describes the construction of an achievement test which, in addition to ranking high school students according to the degree of their understanding of important social, political, and economic aspects of modern society, will yield a description of the general level of such understanding characteristic of the individual pupil. Uses this test to evaluate the effectiveness of the pupil-school program in achieving its objective of leading pupils to understand the world in which they live.

556. Miller, Helen Louise. Validation of items for a scale for measuring attitudes of home economics students toward children. Master's, 1940. Iowa State. 43 p. ms.

557. Morgan, Marie Rose. A study of the relationships of measures of variability in school subjects and emotionality in ninth grade pupils. Master's, 1940. Ohio Univ. 24 p. ms. (Abstract in: Ohio University. Abstracts of masters' theses . . . 1940: 36.)

Concludes that the pupils who vary most in their school subjects are slightly more emotional; that girls are somewhat more emotional than boys; and that there is greater variability in May than in December, probably due to emotionality and lowered motivation.

558. Paschke, John W. A measurement of racial attitudes of Oklahoma agricultural and mechanical college students. Master's, 1940. Okla. A. & M. Coll.

Studies the relationship between physical characteristics, community background, family environment, educational factors, and contacts with Negroes on attitudes toward the Negro. Indicates that social variables are not indices of attitudes toward the Negro.

*559. Peters, Sister Mary Fridiana. A comparative study of some measures of emotional instability in school children. Doctor's, 1937. Indiana. Lafayette, St. Francis community press, 1937. 71 p.

Describes an experiment in which the Snoddy stabilimeter test, the Porteus maze test, the Mathews personal data sheet, and teachers' estimates of the emotional stability of 150 and 337 children of two elementary parochial schools were administered and the results compared. Finds that boys were emotionally more stable than girls as shown by the results of the Snoddy test, the Porteus maze test and the Mathews questionnaire; that emotional stability seems to be a function of chronological age.

560. Rarick, Harold J. Professional prognostic value of college objective testing with special reference to the Bernreuter personality inventory and Thurstone's psychological examination for college freshmen. Master's, 1940. Ball St. T. C. 62 p. ms.

Studies 290 Ball State Teachers College graduates whose salaries indicated a relationship between their college entrance test scores and their success as teachers. Finds a closer relationship between personality traits and salaries than between psychological scores and salaries. Indicates that perhaps the importance of the tests lies in their diagnostic value, and that the number of teaching failures might be reduced by using them as a basis for remedial work.

561. Siple, Howard LeRoy. The construction of a scale for measuring attitude toward the public school and various applications of the scale. Master's, 1940. Kans. St. T. C., Pittsburg. 100 p. ms.

Finds little difference in attitude toward the public school on elementary, secondary, or college levels; high-school graduates more favorable than those having elementary or college training; women more favorable in their attitude toward the public-school system than men; and little difference between those having children enrolled in school and those who do not have children enrolled in school.

*562. Tubbs, William R. A study of the interrelationships between the Adams-Lepley form D and the Bernreuter personality inventory. Master's, 1940. Penn. State. 35 p. ms.

Attempts to determine whether the Bernreuter personality inventory and the Adams-Lepley personal audit measure sets of traits independent of the traits measured by the other; to determine whether there are significant sex differences in the traits measured by the Adams-Lepley inventory; to determine whether there are differences between age groups on both forms; and to determine the extent to which the different parts of the Adams-Lepley personal audit measure the same or different traits. Studies the reactions of an experimental group of 1940 summer-session students at the Pennsylvania State College, and a group of applicants to nursing school in Clearfield and Philipsburg, Pa., to these inventories.

563. Weitzman, Ellis. Test of social maturity and its use in comparing people 16 through 24 years of age. Doctor's, 1940. Nebraska. (Abstracts in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 94-100.)

Describes the construction of a direct-group test designed to reveal differences in social behavior among people 16 through 24 years of age; and its administration to 517 college students, 152 employed persons, 101 unemployed youths, and 129 CCC enrollees.

564. Wilson, Margaret T. A comparison of the 1937 revision of the Stanford-Binet with the Vineland social maturity scale. Master's, 1939. Fordham. (Abstract in Fordham university. Dissertations accepted for higher degrees . . . 1940: 103-104.)

Studies the marks made on these tests by 30 girls, 10 and 11 years of age, who were in the fifth and sixth grades of a New York parochial school. Concludes that intelligence and social competence vary together in the same direction to the extent of a high relationship; and that personality does not correlate significantly with either intelligence or with social competence.

565. Winship, Angeline Ebel. Certain factors related to personal-social adjustment scores of ninth grade girls in four Iowa high schools. Master's, 1940. Iowa State. 85 p. ms.

*566. Winthrop, Henry. Attitude consistency as a component of the scientific attitude. Master's, 1940. George Washington. 150 p. ms.

Compares scientific method with scientific attitude. Describes the construction of a test to measure attitude consistency, and the administration of the two parts of the test to two groups of 25 college students.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

567. Bedford, Elizabeth Hardy. Performance of a sampling of Lincoln high school students on the Harnly *Statements about education scale*. Master's, 1940. Stanford.

568. Byrd, Oliver Erasmus. The study and measurement of health attitudes. Doctor's, 1940. Stanford. (Abstract *in*: Stanford university. Abstracts of dissertations . . . : 189-91.)

Describes the development and administration of two tests of health attitudes to 742 high school students and to 278 university students; and revised scales of 286 statements administered to 204 women's college freshman students.

*569. Calandra, Alexander. Contributions to a critical evaluation of statistical techniques suggested in testing procedures. Doctor's, 1940. New York. 114 p. ms.

Investigates errors of approximation and errors of interpretation in statistical techniques.

*570. Cavin, Grace. An analysis of intermediate-grade reading tests. Master's, 1940. Boston Univ. 76 p. ms.

Analyzes 20 reading tests for grades 4, 5, and 6. Finds that the grade range of the tests considered is from grade 2 to grade 12; that the functions of the tests differ widely in number and kind; that it is impossible to determine whether the norms reported for tests are representative; that they cannot be compared on the basis of reliability; and that they differ greatly in respect to their power of discriminating between grades.

571. Cronbach, Lee J. A technique for measuring knowledge of precise word meanings. Pullman, State college of Washington.

572. Cureton, E. E. Testing in college personnel service. *Journal of consulting psychology*, 4: 221-24, Nov.-Dec. 1940. (Alabama polytechnic institute.)

573. Dack, Marjorie Lois. The performance of preschool children in three types of communities on information test III: community living. Master's, 1940. Iowa.

*574. Daniels, Katharine H. An evaluation of certain informal reading tests: Master's, 1940. Boston Univ. 70 p. ms.

Describes an experiment conducted in the first three grades of five elementary schools in Gloucester, Mass., in which 246 children were the subjects to whom standardized tests were given by the supervisor, and three sets of informal tests were given by the teachers, supervisor, and assistant.

575. Drake, Truman. The prediction of high school success by means of the seventh grade scores on the New south achievement test. Master's, 1940. East Texas St. T. C. 49 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies 1940: 27-28.)

Analyzes data obtained from the results of a test taken by seventh-grade students of Cass County in 1936, and from the records of the high schools attended by these students. Concludes that test scores are significant in predicting high school success.

576. Dugan, Willis E. A study of the Miller analogies test with graduate students in education. Master's, 1939. Minnesota. 117 p. ms.

Concludes that the analogies test discriminates between students in the college of education in terms of scholarship and persistence in graduate work.

577. Feldman, Sadie B. The construction and standardization of an aptitude test in art for junior high school. Master's, 1940. George Washington. 42 p. ms.

Describes the construction and standardization of an aptitude test in art, and gives directions for administering and scoring the test. Concludes that the test provides an adequate measure of pupils aptitudes and may be used to aid the teacher in giving material more suitable to the capacities of the group

578. Fussell, William Durwood. Comparable norms for Anglo- and Latin-American pupils on a scholastic aptitude test. Master's, 1940. Texas.

579. Golightly, Howard Bureu. Why objective test items are missed. Master's, 1940. Duke. 105 p. ms.

Analyzes reasons for missing items which were checked by 60 students on tests covering 250 items, using a checklist of 12 reasons. Analyzes kinds of test items which are missed most often for reasons other than ignorance.

580. Hastings, John Thomas. An evaluation of technique for testing mathematical concepts. Master's, 1940. Chicago.

581. Herndon, Norine B. An experimental study of testing procedures in plane geometry. Master's, 1940. East Texas St. T. C. 103 p. ms. (Abstract in. East Texas State teachers college. Graduate studies, 1940: 35-36)

Presents the results of an investigation carried on with 48 students in plane geometry in the Greenville, Tex., high school. Concludes that no one method of testing is adequate in dealing with all pupils in all subject areas at all times.

582. Hines, Sister Mary Margarita. A study of errors in word recognition. Master's, 1940. Catholic Univ. 41 p. ms.

Describes an experiment in which the Gates primary reading test in word recognition was administered in the middle of the school year to 360 pupils in the first grade of six schools. Concludes that in a reading test having printed responses arranged in columns, children prefer the left-hand responses; and that similarity in the total configuration of words provides the most common cue for young learners and is the cause of most errors in word recognition.

583. Ingebritsen, Otis C. The use of standardized tests in New Jersey secondary schools. Yonkers, World book company, 1940. (Test service bulletin, no. 42) (New Jersey State teachers college, Upper Montclair)

Concludes that the use of tests is increasing in the high schools; that in some schools programs are well established and there is evidence of effective use of test results; that some schools wish to expand the testing now done and make it more effective in educational planning.

584. Irey, Eugene Floyd. A study of the Stephens college silent reading survey test. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series A, vol. 26, no. 3: 58.)

Presents detailed criticism and recommendations for revision of the test.

585. Kallsen, Theodore J. A study in the measurement of ability in English correctness. Master's, 1940. Iowa.

586. Kellogg, Wendell. The measurement of vocabulary of high school students: a study of the reliability of existing tests. Master's, 1939. Fort Hays Kans. St. Coll. 73 p. ms.

587. Kuntz, James E. The influence of separate answer sheets on the reliability and norms of standardized achievement tests. Master's, 1939. Fort Hays Kans. St. Coll. 21 p. ms.

588 Lee, Harold L. A statistical analysis of an elementary algebra test. Master's, 1940. Ohio Univ. 60 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 30.)

Analyzes statistically the cooperative algebra test in order to evaluate it as a measuring instrument. Describes an experiment in which the test was administered to 100 9B and 100 9A algebra students of Painesville and Shaker Heights, Ohio. Concludes that the test is a satisfactory instrument for measuring achievement in an elementary algebra test.

589. Leffel, George Harvey. An achievement test in instrumental (mechanical) drawing. Master's, 1940. Ohio State. 96 p. ms.

Describes the development and standardization of an achievement test for the junior high school.

590. Long, Alton Brooks. The effect of the use of separate answer sheets on reading test results in the high school. Master's, 1940. Iowa.

591. Lott, Dimple A. The formulation and preliminary standardization of tests for speech sound discrimination in preschool children. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 83.)

Formulates inexpensive and easily administered tests for the discrimination of speech sounds in the high frequency and middle frequency ranges in the preschool child, and standardizes them by giving them to 50 children between the ages four years six months and five years six months.

*592. McKim, Margaret Holmes. The construction and examination of test items for an analysis of individual difficulties in reading for grades 7, 8, and 9. Master's, 1940. Boston Univ. 97 p. ms.

Constructs and evaluates a battery of tests for analyzing reading habits and skills of pupils in grades 7, 8, and 9.

593. McWhirter, John A. The use of aptitude tests for the purposes of guidance in the instrumental music program of the public schools. Master's, 1940. Drake. 77 p. ms.

594. Mallon, Wilfred M. Predicting success of freshmen on basis of separate sections of Cooperative service English tests. St. Louis, Mo., St. Louis university, 1940.

595. Martin, Margaret E. The construction of a diagnostic reading test for senior high school students and college freshmen. Doctor's, 1940. T. C., Col. Univ.

Describes the steps followed in the development of diagnostic reading tests, and offers suggestions for the construction and evaluation of similar tests.

596. Minet, Catherine J. The construction, validity, reliability, tentative norms, and correlation with school marks in science of an introversion-extroversion questionnaire. Master's, 1940. Canisius. 31 p. ms.

Describes the construction of an introversion-extroversion questionnaire and its correlation with school marks in general science at D'Youville College, Buffalo, N. Y.

*597. Mooney, Elizabeth. An interest inventory for elementary grades. Master's, 1940. George Washington. 54 p. ms.

Describes the construction of an inventory designed to determine the general interests of a child, rather than to locate his specialized interests. Develops separate scales for boys and girls for grade 1, grades 2 and 3, grade 4, and grades 5 and 6. Describes the administration of the inventories to 200 primary children and to 280 children in the intermediate grades of the East Silver Spring school.

598. Nunn, George W. A study of history tests used in high schools and colleges. Master's, 1940. Kansas. 71 p. ms.

599. Nutting, Mary L. The effect of high school mathematics upon performance in the Iowa mathematics aptitude examination. Master's, 1940. Iowa.

600. Palmer, Gladys. Developing tests for measuring pupil achievement in high school foods and nutrition. Master's, 1940. Oregon St. Coll. 100 p. ms.

601. Paul, J. B. Report of the sophomore testing program, spring 1939: a comparison of the attainment of the Iowa State teachers college sophomores with the attainment of the sophomores from all colleges participating in the following tests constructed by the Cooperative test service of the American Council on Education: Cooperative general science test; cooperative contemporary affairs test; cooperative English test; cooperative American history test. Cedar Falls, Iowa State teachers college, 1940. 19 p. ms. (Research report no. 39.)

602. Pratt, Willis E. The construction of a group test of reading readiness. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 265-73.)

Describes the construction of a group test of reading readiness designed primarily as a survey test, constructed so that it may be administered in its entirety on a group basis, with each test kept to a minimum length to provide for the shortest possible time for administration, and providing separate norms for kindergarten and non-kindergarten children.

603. Price, Henry Vernon. Analyses of a group of pre-tests for students of first year college mathematics. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66.)

Analyzes test papers written by 4,659 students of first-year college mathematics to determine the effect of training on both test and item scores.

604. Rasmussen, Otho Mills. A standardized test in plane trigonometry with a brief historical introduction. Master's, 1940. Kans. St. T. C., Emporia. 58 p. ms.

605. Rees, Richard Wade. A statistical analysis of the English test results of the 1938-39 freshman class of Texas technological college. Master's, 1940. Texas Tech. Coll. 55 p. ms.

606. Bowen, Orville J. Construction, validity, reliability, tentative norms of an objective test in Oriental and Greek history. Master's, 1940. Canisius. 23 p. ms.

607. Salzwedel, J. J. A study of the strong points and weaknesses of six cooperative achievement tests. Master's, 1940. Minnesota. 129 p. ms.

Determines the reliability and the validity of six achievement tests constructed for 10 Minnesota high schools. Finds that some tests discriminated better than others. Offers suggestions for the construction of objective achievement tests.

608. Schrammel, H. E. and Rasmussen, Otha M. Report of results of the 1939 college testing program of college freshmen. Emporia, Kansas State teachers college, 1939. 5 p. ms.

Analyzes tests obtained by 135 colleges and universities located in 39 states. Finds considerable variation between the median scores made by students in different colleges in any one test.

609. Seely, Frank Knapp. The construction and validation for high school and college use of a vocabulary test incorporating certain diagnostic features. Master's, 1940. Oregon St. Coll. 35 p. ms.

*610. Shepherd, Hilton D. A standardized information test in economic geography. Doctor's, 1940. New York. 299 p. ms.

Describes the development and standardization of a test to measure achievement in the various divisions of subject matter in economic geography showing man and his environment, transportation, communication, utilities, and various products of commerce and industry; and which will serve as a means of classifying and grouping students who have been influenced by different backgrounds.

611. Smith, Janet. The performance of preschool children of low socioeconomic status on information test IV: social geography. Master's, 1940. Iowa.

612. Smith, Mary Katherine. Measurement of the size of general English vocabulary through the elementary grades and high school. Doctor's, 1940. Northwestern.

613. Smytee, Ruth E. A testing program measuring growth in vocabulary and spelling. Master's, 1940. Michigan.

*614. Sullivan, Catherine Jane. The construction of the administration and scoring and evaluation of results of a diagnostic test of individual difficulty in reading for grades 7, 8, and 9. Master's, 1940. Boston Univ. 116 p. ms.

Describes the methods of administering and scoring an individual diagnostic test for these grades. Develops a check list of difficulties. Gives the results of a preliminary evaluation of the test, and the frequency of errors of different types found on the test.

615. Swanson, Clarence W. An experimental comparison of the supply and recognition types of punctuation tests. Master's, 1940. Iowa.

*616. Swift, Frederic Fay. A correlation of Kwalwasser-Dykema test scores earned by siblings. Master's, 1940. Syracuse. 157 p. ms.

Studies the scores made by 510 students, or 255 pairs of siblings, on the Kwalwasser-Dykema test of musical ability.

617. Taylor, John Golden. A statistical study of certain deficiencies of 818 freshmen at Brigham Young University on the Purdue placement test in English. Master's, 1940. Brigham Young.

618. Thomas, Louis W. A statistical analysis of a test in junior high school mathematics. Master's, 1940. Ohio Univ. 46 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 53.)

Analyzes the results of the cooperative mathematics test for grades 7, 8, and 9, and determines its usefulness as an instrument for testing mathematics in the junior high school. Describes an experiment in which the test was administered to 200 ninth-grade students in the Parkersburg, W. Va., junior high schools. Concludes that the test is highly reliable; that the fourth part of the test is poorly arranged.

619. Torrance, Hugh Kirk. A preliminary study in the measurement of a religious attitude. Master's, 1940. Ohio State. 53 p. ms.

Describes the construction of a scale for measuring religious attitude.

620. Upshall, C. C. Report of the Gates silent reading tests for the Bellingham city schools, fourth grade, October 1938. Bellingham, Western Washington college of education, 1939. 16 p. ms.

621. ——— Report of the Gates silent reading tests for the Bellingham city schools, fifth grade, October 1938. Bellingham, Western Washington college of education, 1939. 18 p. ms.

622. ——— Report of the Kuhlmann-Anderson tests given to the first grade children of the Bellingham city schools. Bellingham, Western Washington college of education, 1939. 7 p. ms.

623. ——— Report of the Progressive achievement tests, advanced battery, form B, given to the ninth grade of the campus elementary school during May 1939. Bellingham, Western Washington college of education, 1939. 8 p. ms.

624. ——— Report of the results of the achievement tests given to pupils in the training school, October 1938. Bellingham, Western Washington college of education, 1939. 48 p. ms.

¹625. Virene, Edgar Paul. A factor analysis of the scholastic aptitude test. Doctor's, 1940. Pennsylvania. Philadelphia, 1940. 36 p.

Represents a factor analysis of the scholastic aptitude test by means of Spearman's tetrad difference criterion, in an attempt to determine whether this test measures a general ability (g) and if so, how well it measures it for both boys and girls. Describes an experiment in which form M of the test was administered to 3,830 boys and 4,751 girls throughout the United States, in which 31 percent of the girls and 41 percent of the boys were from private schools; 68 percent of the girls were applicants for admission to five of the oldest women's colleges; and 79 percent of the boys were applicants for admission to five comparable men's colleges. Concludes that the test is a good measure of the widely accepted concept of general mental ability (g); and that the data used in this study support the 2-factor theory.

626. Waterhouse, Mary E. Case study to determine degree to which a standardized reading test measures reading ability of children at first grade level. Master's, 1940. Iowa.

627. Westerlund, Marguerite Morairty. The construction of a battery of group reading readiness tests and the experimental try-out. Master's, 1940. Ariz. St. T. C., Tempe. 84 p. ms.

Describes the construction of 17 group-reading readiness tests, and their validation with 115 children in the Phoenix, Arizona, public schools.

628. Whipple, Carl Era. A technique for evaluating the oral classroom vocabulary of teachers. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 379-84.)

Attempts to devise a technique for the evaluation of the oral classroom vocabulary of teachers; to determine the general level of vocabulary usage among teachers of two junior high schools by the use of this technique; to compare this level with that obtained by Yoakam's method used on the vocabulary of stenographic reports; to discover the extent to which the teachers of different subjects adapt their oral vocabulary to the grade level of the student; and to determine how factors in the teacher background are related to the grade level of the vocabulary used. Concludes that the technique for evaluating the oral classroom vocabulary of teachers as described in this study is valid and reliable for the purpose; that the teachers consistently used a vocabulary of a grade difficulty below that of the grade they were teaching; and that type of teaching certificate held by a teacher made no difference in the vocabulary used.

629. Whiting, Edward Parsons. Measurement of verbalism and guessing in multiple-response tests. Doctor's, 1940. Washington.

630. Wiener, Sylvia. Test analysis of art students. Master's, 1940. Temple. 61 p. ms.

*631. Wilking, Stephen Vincent. The construction and evaluation of a measure of reading vocabulary. Master's, 1940. Boston Univ. 47 p. ms.

Describes the construction and evaluation of a classified reading vocabulary test.

632. Woodburn, A. C., Jr. Predictive value of the State-wide college placement tests. Master's, 1940. New Mexico. 57 p. ms.

PHYSICAL ABILITY—TESTS AND SCALES

*633. Ball, Ann Elizabeth. The effect of participation in certain physical education activities upon the strength index and the physical fitness index of college girls. Master's, 1940. Syracuse. 33 p. ms.

Compares the strength index and physical fitness index scores of 150 college girls before and after participation in specified types of physical exercise. Finds that the most significant difference between the means of the initial and the final physical fitness index scores was with the modern dance group, followed by the skiing group; and that the least significant difference was made by the physical education majors.

634. Brechler, Paul W. A test for football capacity (backs and ends). Master's, 1940. Iowa.

*635. Burpee, Royal H. Seven quickly administered tests of physical capacity and their use for determining physical incapacity for motor activity in men and boys Doctor's, 1940 T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 151 p (Contributions to education no 818)

Develops a test consisting of seven items, two of which measure responses secured with the subject at rest, and five of which measure reaction to exercise. Evaluates the test.

*636. Clarke, H. Harrison. The application of measurement to physical education programs in secondary schools Doctor's, 1940. Syracuse 331 p. ms.

Discusses measurement in physical education; physiological integrity; posture and foot measurement; physical fitness tests; a critique of the physical fitness index; the physical fitness program; social efficiency; general motor abilities; physical education skills; and meeting educational objectives.

637. Cormack, Herbert P. A test for potential football capacity (line). Master's, 1940. Iowa.

638. Dodd, Martha. A sports knowledge test. Master's, 1940. Arizona. 63 p. ms (Abstract in: University of Arizona record, vol. 34: 22-23.)

Describes the construction of a sports knowledge test in softball for intermediate grades.

639. Fagan, Clifford B. A further study of the use of psycho-motor tests for the measurement of potential wrestling. Master's, 1940. Iowa.

640. Gates, Donald D. Test of change-of-direction as measurements of different kinds of motor ability in grades seven and eight. Master's, 1940. Iowa

641. Gibson, Onie. The accuracy of self-rating in certain sports. Master's, 1940. Peabody. 32 p. ms.

Concludes that self-rating is not an accurate means of grouping participants; that girls tend to overrate themselves; that girls with high IQs tended to underrate themselves, whereas those with low IQs overrated themselves.

642. Godfrey, Thomas Burns. An objective softball test for junior high school boys. Master's, 1940. Indiana. 72 p. ms.

643. Grimes, Leo B. Experimental sportsmanship testing. Master's, 1940. Ohio State. 42 p. ms.

Describes the construction and administration of a test for measuring the sportsmanship knowledge of athletes and non-athletes. Concludes that participation in university sports increases sportsmanship knowledge considerably.

644. Hatlestad, S. Lucille. The determination and measurement of body build in college women. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66.)

Attempts to determine the most usable criteria of body build in women college students; the objective measures which best predict these criteria; a practical method of using such indices; and evidence for or against distinct, discrete types or categories of body build in women college students.

645. Hurley, John J. A study of physical examinations in relation to the physical education program of the secondary schools of the State of Washington. Master's, 1940. St. Coll. of Wash.

*646. Hussey, Pearson H. The construction of a series of knowledge test questions in certain physical education activities. Master's, 1940. New York. 56 p. ms.

*647. Ierardi, Thomas G. The development of a health guidance blank for college men. Doctor's, 1940. New York. 93 p. ms.

648. Jorgensen, Nephi M. The determination and measurement of body build in college men. Doctor's, 1940. Iowa.

649. Murphy, Thomas. The push and pull test as a measurement of arm and shoulder girdle strength for elementary school boys. Master's, 1940. Iowa.

*650. Page, Getty. Case studies of college men with low physical fitness indices. Master's, 1940. Syracuse. 96 p. ms.

Presents case studies of 50 Syracuse University men who had low physical fitness indices, and analyzes the reasons for their low ratings.

651. Raabe, Howard William. A scale for grading the physical education performance of college first year men. Master's, 1939. Oregon St. 114 p. ms.

652. Rouble, Lawrence Ernest, Jr. The construction of achievement scales in physical education activities for Phoenix union high school boys. Master's, 1940. Stanford.

653. Schaufele, Evelyn. The establishment of objective tests for girls of the ninth and tenth grades to determine soccer ability. Master's, 1940. Iowa.

654. Sheffield, Royal F. Tests of change-of-direction as measurements of different kinds of motor ability in grade nine. Master's, 1940. Iowa.

*655. Shields, Joseph A. An exploratory analysis of the flarimeter test as found in the McCurdy-Larson organic efficiency test. Master's, 1940. New York. 18 p. ms.

Describes an experiment in which the flarimeter test was administered to highly trained athletes, representing a cross section of all the school's varsity teams, and to a group of non-athletes not engaged in physical activities. Concludes that the flarimeter test distinguishes the trained from the untrained.

*656. Siener, Edna J. Strength, index norms for girls based on the Rogers physical fitness tests. Master's, 1938. New York. 88 p. ms.

657. Sierakowski, Frances. A study of tests of change-of-direction as measurement of motor ability. Master's, 1940. Iowa.

658. Strickland, A. J., Jr. The educational significance of the Ellis health card. Master's, 1940. Georgia. 52 p. ms.

Concludes that certain physical deficiencies noted in the health card have definite educational significance.

659. Stuber, George M. The measurement of potential velocity in post-pubescent high school boys. Master's, 1940. Iowa.

660. Taylor, Elizabeth Ann. Achievement scales in eight physical education skills for boys and girls in the first, second and third grades. Master's, 1940. Alabama. 86 p. ms.

661. Walker, Galvin LeRoy. The reliability of rating and testing in physical education activities. Master's, 1940. Ohio State. 90 p. ms.

Describes an experiment in which the reliability coefficients were determined on rating and testing techniques used in a number of physical education activities at the elementary and junior high-school age levels. Finds the reliability of coefficients for both rating and testing techniques high enough to warrant their use as techniques for evaluating achievement in the activities studied.

VOCATIONAL TESTS

662. Blum, Milton L. A contribution to manual aptitude measurement in industry; the value of certain dexterity measures for the selection of workers in a watch factory. Doctor's, 1940. New York.

663. Congden, Nora Alvina. A study of Cleeton's vocational interest inventory. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1.)

664. Cottingham, Harold F. The value of the Kuder performance record in determining the vocational interests of high school seniors. Master's, 1940. Iowa.

665. Crox, Freda. Rating employees by means of rating scales. Master's, 1940. Tennessee. 121 p. ms.

Gives a history of rating scales. Discusses the various types of scales, and methods of determining and improving their reliability. Shows that rating scales may be used for placement training, educational purposes, increasing efficiency, determining salary increases, interviewing employees, improving morale, and in the validation of the entire placement process.

666. Davis, Wallace Earl. Predicting degree of achievement in industrial subjects by the use of Stenquist mechanical aptitude tests. Master's, 1940. North Texas St. T. C.

*667. Dunton, Ephraim Burnham. The development and standardization of an objective achievement test of technical knowledge of elementary type-composition. Doctor's, 1940. New York. 119 p. ms.

Describes the development and administration of a test of technical knowledge to 11,000 students in 36 states.

668. Gernes, Elizabeth. A factorial analysis of selected items of the Strong vocational interest blank for women. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 66-70.)

Attempts to determine the preferences of 500 University of Nebraska freshman women on 163 items of the Strong vocational interest blank for women. Indicates that these women have widely varied interests.

669. Harter, Karl W. An investigation of occupational self-analysis of high school students. Master's, 1940. Ohio State. 90 p. ms.

Describes an experiment in which an occupational self-analysis blank was developed and administered to 175 high-school senior girls and to 152 high-school senior boys. Finds the blank significantly reliable.

670. Hazelhurst, Jack Harris. Factorial analysis of measures of mechanical aptitude. Doctor's, 1940. Northwestern.

671. Jautz, Gilbert J. Plan for teaching the testing of direct current shunt motors. Master's, 1939. Colo. St. Coll. 64 p. ms.

Gives instruction and test sheets for use in a technical high school in Milwaukee, Wis.

672. Kogan, William S. A study of the change in correlations with practice between three tests of mechanical ability. Master's, 1939. Columbia.

673. Miller, C. W. and Glick, W. P. The development of a scale for the Strong vocational interest test to measure basic interests in teaching agriculture. Master's, 1940. Va. Poly. Inst. 419 p. ms.

Describes an experiment in which form M of the Strong vocational interest test was administered to 153 teachers, 10 former teachers, and 38 trainees in agriculture.

674. Morrow, Robert S. An analysis of the theory of independent abilities with respect to tests of apparently diverse abilities. Doctor's, 1940. New York.

675. Mowers, Glenn E. Distribution of aptitudes of those who took typing tests at the Columbus counseling bureau. Master's, 1940. Ohio State. 96 p. ms.

Finds that the Columbus Counseling Bureau draws a group of typists who are none too proficient, and whose typing skill has not developed in proportion to their potentialities as measured by general tests and special dexterity tests.

676. Roper, Sylvia Ann. A test of interest in nursing. Master's, 1940. Clark. (Abstract in: Clarke university. Abstracts of dissertations and theses, vol. 12: 128-30.)

Describes an experiment conducted with a group of 35 graduate and senior student nurses and 111 senior high-school girls, to whom the Otis self-administering test of

mental ability, higher form A, the Strong vocational interest blank for women, and Super's test of interest in nursing were administered. Finds that the test of interest in nursing differentiated significantly between the nurses and the high-school girls, and in the high-school group it differentiated between the girls who wished to become nurses and those who did not.

677. Shipley, Byron Clifford. A study to determine the relative difficulty of each test in a series of typewriting tests and the reliability of the series. Master's, 1940. Michigan

678. Thompson, Claude Edward. A study of motor and mechanical abilities. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 32: 129-34.)

Attempts to determine the composition of motor and mechanical abilities in relation to the extent to which they are specific to the differential curricula of professional schools. Compares the motor and mechanical skills of students in the college of dentistry and the department of fine arts at Ohio State University. Analyzes the results of tests administered to 75 students in the college of dentistry, and to 50 students in the department of fine arts. Concludes that the success of individuals in professional schools is dependent upon the possession or development of motor and mechanical skills which are specific to the curricula of these schools; and that students entering professional schools differ significantly from the general college population.

679. Wherry, David Marsh. Mechanical aptitude testing: its development and implications for guidance in industrial arts. Master's, 1940 Ohio State. 70 p. ms.

Attempts to determine the value of mechanical aptitude tests for guidance in industrial arts by studying the results of aptitude tests administered to all eighth grade boys in the high school at Dayton, Ky. Finds the predictive powers of aptitude tests for success in industrial arts relatively low.

680. Whitmore, Irol Verneth. The formulation and evaluation of a battery of tests to prognosticate stenographic aptitudes. Master's, 1940. Tennessee 231 p. ms.

Evaluates the tests with students in business administration at the University of Tennessee. Finds that some parts of the battery differentiate the secretarial science majors from other departmental majors; that no part of the battery effectively measured typewriting aptitudes; that the highest correlation was found between the personality, penmanship, and proofreading tests and the chosen criteria; that the correlations were high enough to indicate that the tests have some significance for educational guidance.

681. Wright, Ellis W. A procedure to measure the efficiency of the diversified occupations program. Master's, 1939. Colo. St. Coll. 76 p. ms.

682. Yingling, Harriet E. A study of the Massey method of grading posture with college freshman women. Master's, 1940. Iowa.

RESEARCH, EDUCATIONAL

TECHNIQUES

683. Liu, Bangnee A. The work of city school research bureaus in cities of over 500,000 population in the United States. Doctor's, 1940. T. C., Col. Univ.

Studies the organization, activities, and achievements of the city school research bureaus in the 12 largest cities of the United States.

REPORTS

684. Arizona. University. Abstracts of theses for higher degrees, 1939 and 1940. Tucson, 1941. 81 p. (University of Arizona record, vol. 34, no. 1.)

685. Bowling Green State university. Abstracts of masters' theses submitted to the Committee on graduate instruction of Bowling Green State university in partial fulfillment of the requirements for the degree of master of arts. Ann Arbor, Mich., Edwards brothers, 1940. 68 p.

†686. Clark university. Abstracts of dissertations and theses, 1940, vol. 12 Worcester, Mass, 1940. 137 p. (Clark university bulletin, no. 150)

†687. Colorado. University. The growth of a science. Boulder, 1940 134 p. (University of Colorado bulletin, vol. 11, no. 19. General series no. 463. University of Colorado studies, General series (A) vol. 26, no. 3.)

Contents: The growth of a science, by Francis Ramaley, p 3-14; Abstracts of theses and reports for higher degrees, 1940, p 15-134.

†688. Danton, J. Periam and Tauber, Maurice F. Graduate theses and dissertations. Philadelphia, Temple university, 1940. 93 p. (Sullivan memorial library studies.)

†689. East Texas State teachers college. Graduate studies, 1940. Commerce, 1940 106 p (Bulletin of the East Texas State teachers college, vol. 23, no. 7.)

†690. Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences. New York, Fordham university press, 1940. 119 p.

Several of the studies were listed in the Bibliography of Research Studies in Education, 1938-39, U. S. Office of Education, Bulletin 1939, No 5

†691. Good, Carter V., Pechstein, L. A. and Hendrickson, Gordon. Abstracts, graduate theses in education, Teachers college, University of Cincinnati, 1937, 1938, 1939. Cincinnati, University of Cincinnati, 1940. 251 p. (Volume 3.)

Theses listed in this volume have been included in earlier editions of the Bibliography of Research Studies in Education, U. S. Office of Education.

†692. Henry, Edward A. Doctoral dissertations accepted by American universities, 1939-40. New York, H. W. Wilson company, 1940. 126 p. (Number 7.)

†693. Indiana State teachers college. Abstracts of unpublished masters' theses, Indiana State teachers college, 1940. Terre Haute, 1940. (Teachers college journal, 11: 137-57, July 1940.)

†694. International council of religious education. Abstracts in religious education: selected doctors' theses in religious education, 1939. Chicago, 1939. [unpaged ms.] (No. 7.)

†695. Iowa. University. Programs announcing candidates for higher degrees, 1940. Iowa City, 1940. [unpaged] (University of Iowa publication, new series, no. 1160. Series on aims and progress of research, no. 66.)

696. Kerr, Woodward W. An analysis of the typewriting theses conducted in the College of commerce at the State University of Iowa. Master's, 1940. Iowa.

†697. Louisiana State university and agricultural and mechanical college. Graduate school: Abstracts of theses session of 1938-39. University, 1940. 210 p. (University bulletin, vol. 32 N. S., no. 1.)

†698. Maryland. University. Abstracts of theses for the degree of doctor of philosophy with the titles of theses accepted for the master's degree for the academic years 1938-39 and 1939-40. College Park, 1940. 55 p. (University of Maryland official publication, vol. 37, no. 9.)

†699. Nebraska. University. Abstracts of doctoral dissertations presented to the Graduate college in partial fulfillment of the requirements for the degree of doctor of philosophy. Lincoln, 1940. 216 p.

†700. New York university. School of education. Abstracts of theses submitted in partial fulfillment of the requirements for the degrees of doctor of

philosophy and doctor of education, October 1939-June 1940. New York, 1940. 233 p.

†701. North Dakota historical research survey project. Bibliography of theses prepared at the University of North Dakota. Bismarck, 1940. 68 p. ms.

Many of these theses were listed in earlier editions of the Bibliography of Research Studies in Education, U. S. Office of Education.

†702. Ohio State university. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1939-40. The Graduate school. Columbus, 1940. 270 p. (Abstracts of doctoral dissertations, no. 32.)

†703. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1939-40. The Graduate school. Columbus, 1940. 266 p. (Abstracts of doctoral dissertations, no. 33.)

†704. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1939-40. The Graduate school. Columbus, 1940. 381 p. (Abstracts of doctoral dissertations, no. 31.)

†705. Ohio university. Abstracts of masters' theses submitted to the Graduate college of Ohio university in partial fulfillment of the requirements for the master's degree, 1939. Ann Arbor, Mich., Edwards Brothers, 1940. 69 p.

†706. ———. Abstracts of masters' theses submitted to the Graduate college of Ohio university in partial fulfillment of the requirements for the master's degree, 1940. Ann Arbor, Mich., Edwards Brothers, 1941. 59 p.

†707. Palfrey, Thomas B. and Coleman, Henry E., jr. Guide to bibliographies of theses, United States and Canada. Chicago, American library association, 1940. 54 p.

†708. Pennsylvania State college. Abstracts of studies in education at the Pennsylvania State college, part 9 (1940). State College, 1940. 72 p. (Pennsylvania State college Studies in education, no. 22.)

Many of these theses were listed in the Bibliography of Research Studies in Education, 1938-39, U. S. Office of Education, Bulletin 1940, No. 5.

†709. Pittsburgh. University. The graduate school abstracts of theses, researches completed, and bibliography of publications, vol 16, 1940. Pittsburgh, 1941. 453 p. (University of Pittsburgh bulletin, vol. 37, no. 3.)

710. Purvis, Mattox Lafayette. An analysis of masters' theses produced in the Peabody college of education of the University of Georgia, 1915-1939. Master's, 1940. Georgia.

Concludes that most research has dealt with administration, educational psychology, and the curriculum; that most of the theses were written by men; and that all methods of research except genetic and observational were used.

†711. Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education with the titles of these accepted for the degrees of master of laws, engineer, and master of arts, 1939-40. Stanford University, Calif., 1940. 244 p. (Stanford university bulletin, vol. 15. Seventh series, no. 3.)

†712. Tulane university of Louisiana. Graduate school. Abstracts of theses, 1940. New Orleans, 1940. 122 p. (Bulletin of Tulane university of Louisiana, series 41, no. 15.)

†713. Vanderbilt university. Abstracts of theses. Nashville, Tenn., 1940. 85 p. (Bulletin of Vanderbilt university, vol. 40, no. 10.)

Contains abstracts of theses submitted by graduate students during the 1939-40 session.

†714. Virginia polytechnic institute. Research and publication, January 1935 to December 1939. Blacksburg, 1940. 156 p. (Bulletin of the Virginia polytechnic institute, vol. 33, no. 9.)

Gives information about the research conducted by members of the staff during this period.

CURRICULUM STUDIES

715. Baker, William J. A case study of a small school curriculum enrichment program. Master's, 1940. Okla. A. & M. Coll.

Presents a case study in curriculum construction in a small rural high school in Goodwell, Okla., from the standpoint of the enrichment of the school program in harmony with local resources and community needs. Finds that the greatest difficulty in working out an experienced program according to the Winnetka plan, which was followed in this experiment, is the training of teachers. Finds that teachers prefer to teach as they were taught; and that they determine progress in terms of completion of units of curricular materials rather than in terms of growth. Concludes that while progress is slow, tests indicate that under able teachers the program is meeting with success.

716. Biehn, Albert Lawrence. Core curriculum for Nebraska secondary schools. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 138-42)

Attempts to determine new experiences common to boys and girls graduating from Nebraska high schools; curriculum trends during the last 5-year period; curriculum reorganization work being carried on; practices concerning constants and electives; experiences common to all students in Nebraska high schools; grade level and time which should be devoted to desired common experiences; and content to be emphasized in a core curriculum.

717. Breakey, Henrietta Mary. Recognition of maturation levels necessary to develop adequate curriculum. Master's, 1940. Stanford.

718. Breternitz, Louis A. Course offerings of selected three, four, and six year high schools in Nebraska. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2.)

719. Delaney, Peter Henry, II. Changing America and the college curriculum. Master's, 1939. Columbia.

720. Edwards, William Thomas. A reconstructed curriculum guide for the promotion of educational insight. Doctor's, 1940. Ohio State.

721. Heiskell, Elsie Curl. The curriculum of Jefferson high school, Charlottesville, Virginia, in its relation to pupil needs. Master's, 1940. Michigan.

*722. Lawson, Douglas E. Curriculum development in city school systems. Doctor's, 1939. Chicago. Chicago, University of Chicago press, 1940. 238 p.

*723. Little, Harry Abner. A definite educational program for Ashley county, Arkansas. Master's, 1926. Peabody. 135 p. ms.

724. McClintock, Harry Winfred. A study of the value of school subjects to laymen. Master's, 1940. Kentucky. 55 p. ms.

Finds that reading, writing, and arithmetic were considered basic by most laymen; that English ranked highest in frequency of selection; that mathematics, history, civics, typing, home economics, bookkeeping, shorthand, health and physical education, and chemistry followed in order; and that foreign languages, geometry and algebra in the field of mathematics, biology and chemistry in the sciences, art and music were considered of the least value.

725. Mang, Brother William. The curriculum of the Catholic high school for boys. Doctor's, 1940. Chicago.

726. Mann, Frank F. A study of the status of a core curriculum program with respect to junior high school curricula. Master's, 1940. Stout. 78 p. ms.

727. Manuel, John. A study of the high school curriculum of Evangeline parish since 1936 Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 136-37.)

Attempts to determine how much change has taken place in the seven high schools as a result of the State-wide curriculum study; to ascertain what changes in subject matter, organization, and procedure have taken place in the curriculum during the 1936-37, 1937-38, and 1938-39 sessions. Shows that there have been definite changes in the curriculum of the high schools since the beginning of the curriculum study program in 1936; that greater emphasis is now being given to pupil participation; subject matter and pupil experiences are being selected from a greater variety of sources; and more attention is being given to the emotional, physical, social, civic, and moral development of pupils than was evident in the program prior to 1936.

728. Matthews, Cornelia D. A history of the curriculum in Kalamazoo public secondary schools. Master's, 1940. Michigan.

729. Miller, Percival. Evaluation of the curriculum of the public high school in a second class city of New York by former students. Master's, 1940. N. Y. St. Coll. for Teach.

730. Moore, Genevieve. The formation of a teaching unit for developing an effective personality. Master's, 1940. Drake. 78 p. ms.

731. Mullin, Leo Francis. Changes in the secondary school curricula from 1925-1940. Master's, 1940. Boston Coll.

732. Nail, H. Hadley. The needs of curriculum adjustment in Terilton schools. Master's, 1940. Okla. A. & M. Coll.

Shows that the curriculum which the school must offer, because of State regulations, does not meet the needs of the students; that many of its graduates are unemployed because the school did not offer courses which trained students for vocations; that the graduates who are employed are following the occupation of their parents or are engaged in commercial work, which they learned at the school.

733. Osterhage, Sister Marion. Curriculum trends in contemporary rural elementary education. Master's, 1940. Catholic Univ. 50 p. ms.

Concludes that a Nation-wide interest has been awakened in regard to rural education, and that in practically all of the States, a program of adopting the curriculum to the rural situation is being fostered.

734. Poer, Mabel. A correlated curriculum for the eighth grade. Master's, 1940. Alabama. 148 p. ms.

*735. Powers, Leversia Long. A program of curriculum revision in Chester, Pennsylvania, January 1936 to January 1940. Doctor's, 1940. George Washington. 409 p. ms.

Describes the history of Chester, its industrial status, its population, and its school system; the start of the curriculum revision program; the project and its reception by teachers, pupils, and the community. Shows that much has been done, but that much remains to be done in a continuous program of curriculum revision.

736. Prosser, Don Davenport. The community attitude survey as a factor in reconstructing the secondary school curriculum. Doctor's, 1940. Ohio State.

737. Reynolds, Elmer James. Terminal curricula in public junior colleges. Doctor's, 1940. Missouri.

738. Rogers, Rufus Earl. A revised curriculum in the South San Antonio, Texas, elementary school. Master's, 1940. Texas.

*739. Saylor, Galen. Factors associated with participation in cooperative programs of curriculum development. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia university, 1941. 255 p.

Compares the extent of participation in curriculum development of 11 county school systems in Virginia from 1931 to 1939, using for one group the counties which participated

most extensively in the elementary school aspects of the program, and for the other group the counties least active in the program. Finds that geographic isolation is an important characteristic of six of the least participating counties; that the most participating group of counties far exceeded the other group in locally taxable wealth per pupil enrolled in school; that the most participating counties supplemented State aid for instructional purposes to a much greater extent than the other group; that all of the most participating counties have had supervision throughout the program but only two of the least participating counties had supervision at any time during the program and then only for one or two years each; that white elementary teachers in the most participating counties had better professional training and received a higher average salary than similar teachers in the least participating counties, but the two groups did not differ in average tenure nor in average age.

740. Schuytema, Guy Leonard. Curriculum trends at the junior college level in colleges and universities. Master's, 1940. Chicago.

741. Shands, Janie Hopson. The application of democratic cooperative procedures to the administration of curriculum revision. Master's, 1940. North Texas St. T. C.

742. Showalter, B. R. The elementary school curriculum. a program for each grade with progress standards, suggested activities, and materials. Auburn, Alabama polytechnic institute, 1940.

743. Speaker, Mabel J. Improving the curriculum of the Commerce high school through a follow-up study of the graduates and drop-outs. Master's, 1940. Okla. A. & M. Coll.

Shows the need for a program correlating school subjects with life situations, and which would provide a well developed pupil activity program, vocational guidance, use of leisure time, and orientation of students to the possibilities of the school.

744. Stewart, Theodosia. An evaluation of the high school curriculum of Beauregard parish by graduates of the years 1935, 1936, 1937, and 1938. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 152)

Finds that the 312 graduates engage in 38 occupations, the major of which are housewives, clerks, and farming; that 80 attended college, and 31 received training in institutions other than college. Suggests several changes in the curriculum of the school.

745. Stigler, William Alonzo. The organization, nature, development, and function of state curriculum programs. Doctor's, 1940. Texas.

746. Tebow, Robert G. Procedure, progress, and present status of the Tulsa secondary school curriculum development. Master's, 1940. Okla. A. & M. Coll.

Points out that the schools are offering to the boys and girls a curriculum which has rich and meaningful experiences; that pupils and teachers are sharing responsibilities.

747. Watkins, Warren O. A curriculum study of the Logan county, Colorado branch high schools. Master's, 1940. Colo. St. Coll. of Ed.

*748. Weitzel, Henry Irving. The curriculum classification of junior college students. Doctor's, 1933. Southern California. Pasadena, Pasadena junior college, 1940. 88 p.

749. Wilson, A. W. Enriching the curriculum of the two teacher high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 132.)

Analyzes the faults of the two teacher high school. Lists the advantages and disadvantages to effective curriculum study. Offers suggestions for enriching the curriculum.

750. Wolkow, Helmer E. A plan of curriculum organization to facilitate education as guidance in a small high school. Master's, 1940. Nebraska. 126 p. ms.

Suggests integration of the curriculum by combination of grades and elimination of departmentalization except in art and music; provision for individual differences by

allowing students to pursue special interests during activity periods; and the use of the student council as an agency for learning democratic processes of government.

751. Wray, Orion David. The organization and administration of state programs of curriculum revision in the secondary schools. Doctor's, 1940. Southern California.

Finds that relatively few educational writers have formulated definite criteria for curriculum construction; that 10 States have programs of curriculum revision, mainly dependent on State departments of education, with widely differing details of organization and administration; and that the unit of work, core curriculum, experimental teaching, and curriculum laboratory courses are widely used.

READING

752. Adams, Duane K. Diagnosis and treatment of reading disabilities in the Guymon junior high school. Master's, 1940. Okla. A. & M. Coll.

Diagnoses the reading disabilities of 12 retarded sixth-, seventh-, and eighth-grade pupils, and describes the remedial treatment given them. Concludes that the remedial program was valuable in improving their reading, their attitudes toward the school, social and emotional adjustments, and achievement in other school subjects.

753. Anderson, Euna M. Phonics and its relation to reading in the primary grades. Master's, 1940. East Texas St. T. C. 55 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 8-9.)

Concludes that phonic analysis is an important factor in teaching reading; that phonics should not be regarded as a distinct method of teaching; that all children do not need the same amount of phonic training; that phonics should be introduced after the pupil has acquired a vocabulary of from 60 to 75 words; that phonic training should be conducted at a separate period from that of the regular work in reading; that ear and voice training should precede eye training; and that short drills and games are desirable media for the teaching of phonics.

754. Apperson, Sarah Virginia. The effectiveness of orthoptic training as a means of remedial instruction in reading. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 53-58.)

Attempts to determine, by means of orthoptic training, the relationship of visual performance and reading. Describes an experiment conducted with three groups of students at the University of Nebraska in 1937-38. Finds that orthoptic training resulted in gains in speed and comprehension in reading as measured by the tests used; and that intelligence appeared to be a factor in improved reading ability.

755. Baker, Hattie Price. An experiment in the improvement of the reading habits of college students. Master's, 1940. Texas.

*756. Behrens, Minnie Sophia. An evaluation of reading readiness. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers. 1940. 10 p. (Abstract of Contribution to education, no. 270.)

Studies the effect of social background and experiences, and physical status of 203 first-grade children to reading readiness. Concludes that successful functioning of many factors assures success, while the inability of one or more may hinder the child in reading.

757. Bell, Joseph Robert. A study of the causes of reading deficiency. Master's, 1939. Illinois.

758. Blake, Leslie Marion. Reading deficiencies among public school children. Master's, 1939. Kans. St. Coll. 66 p. ms.

759. Brewer, Lela Robinson. A remedial reading program emphasizing the attitudes and characteristics associated with reading difficulties. Master's, 1940. Hawaii. 103 p. ms.

760. Bridges, Lucile H. Emphasis on speed versus emphasis on comprehension among young readers. Doctor's, 1940. Kentucky.

761. Bull, Evelyn L. Reading readiness curriculum for nonreading children in the first grade. Master's, 1940. Michigan.

762. Capps, Ruth Marion. A study of first grade children's understanding of pronouns in reading. Master's, 1940. Colo. St. Coll. of Ed.

763. Carter, Bertha B. A study of the oral reading disabilities of a sixth, seventh, and eighth grade group deficient in silent reading. Master's, 1940. Iowa.

764. Clarke, Elaine E. The importance of the kindergarten child's speaking vocabulary to the beginning reading program. Master's, 1940. Michigan.

765. Cline, Mabel. Analysis and synthesis in second grade reading. Master's, 1940. Texas.

766. Collier, Perle. An experimental study of two types of teaching procedure in first grade reading. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university Bulletin, vol. 32, N. S.: 126-27.)

Attempts to determine the effectiveness of an enriched procedure as compared with a formal procedure in teaching reading to beginners. Describes an experiment conducted in an elementary school in Shreveport, La.

767. Condit, Earl. A study of an experimental program in reading. Master's, 1940. Oregon.

768. Cramer, Bessie Wood. The social and economic characteristics of good and poor readers. Master's, 1940. Maryland.

*769. Crosscup, Richard B. A survey and analysis of methods and techniques for fostering growth of meaning vocabulary. Master's, 1940. Boston Univ. 299 p. ms.

Discusses the problems of meaning vocabulary, and methods for fostering its growth.

770. Darley, Frederic L. A normative study of oral reading rate. Master's, 1940. Iowa.

771. Davies, Frank. English reading vocabulary difficulties in a mixed class of 22 pupils and remedial possibilities. Master's, 1940. Michigan.

772. Deihl, George D. Some observations of the reading habits of children with special reference to the distance the print is held from the eyes. Master's, 1940. Drake. 41 p. ms.

773. Dobson, Robert Conroy. Improvement of reading in the Shorter high school. Master's, 1940. Ala. Poly. Inst. 121 p. ms.

774. Doster, Helen. An analysis of teaching procedures of reading used in the first grade of Walton county, Georgia, schools. Master's, 1940. Georgia.

Analyzes literature and procedures used by 25 first-grade teachers. Finds that a minimum amount of reading material was used, and that evaluation, pupil self-appraisal, and reading-readiness activities were largely neglected.

775. Drews, Emma. An analysis of factors related to reading in the X school. Master's, 1940. Oregon.

*776. Dunklin, Howard Thomas. The prevention of failure in first grade reading by means of adjusted instruction. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 111 p. (Contributions to education, no. 802.)

Attempts to determine whether reading failures in first grade can be prevented to an appreciable degree by such adjusted instruction as is possible in a city school system, by studying the effects of an experiment with control and experimental groups in each of three public schools in Buffalo, N. Y. Finds that reading failures in the first grade can be prevented to an appreciable extent by such adjusted instruction as is possible in a city school system; that it is possible to discover wrong or inadequate reading techniques in their beginnings.

and through guidance and the use of appropriate reading materials to develop desirable techniques; that adjustment of instruction to the needs and abilities of the learners depends upon the teacher's adoption of a diagnostic point of view and upon her proficiency in the use of means for discovering and meeting the individual needs of her pupils; that a supply of reading material which will afford each child successful reading experiences at each stage in his development is a necessary part of the adjustment; and that poor attendance and uncorrected physical defects of the pupil limit the effectiveness of adjusted instruction.

777. Elliott, Catherine Janette. A critical analysis of the objective method of measuring reading difficulty. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 97-104.)

Analyzes critically the Pressey-Lively method, the Patty-Painter method, the Yoakam method, the Washburne-Vogel method, and the Gray-Leary method of measuring reading difficulty. Concludes that among investigators there is little agreement as to the elements that contribute to ease or difficulty of material; and that efforts at objectivity manifest certain unreliability in their results.

778. Engleman, Lois Eleanor. The general reading program of liberal arts colleges: a study of aims, methods, content and effectiveness. Master's, 1939. Columbia.

779. Ford, Lorine M. A comparison of two instructional programs in second grade reading. Master's, 1940. Arizona St. T. C. 99 p. ms.

780. Freel, Camille. A comparative survey of procedures in diagnostic reading disabilities in the intermediate grades. Master's, 1940. Oregon.

781. Fuller, Everett. A program of remedial reading in the Morehead elementary school. Master's, 1940. Kans. St. T. C., Pittsburg. 74 p. ms.

Finds considerable improvement in reading and in other subjects as a result of the remedial reading program.

*782. Gans, Roma. A study of critical reading comprehension in the intermediate grades. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 135 p. (Contributions to education, no. 811.)

Investigates the ability of fourth-, fifth-, and sixth-grade children to read critically from a variety of content; and attempts to discover the degree to which this reference reading ability is related to comprehension as measured by a selected group of reading tests. Analyzes the scores of 417 pupils in the fourth, fifth, and sixth grades of two New York City schools who completed all of the tests. Concludes that the pupils who formed the subjects of this experiment were not competent critical readers when meeting fanciful or remotely relevant content.

783. Garver, F. M. and Matthews, R. D. An analysis of the results of speed drill with the metronoscope to increase reading rate. Journal of educational psychology, 30: 693-98, December 1939. (University of Pennsylvania.)

Presents an experimental study of changes in reading rate during regular practice with metronoscope exercises.

784. Gibbons, Helen Dorothy. A study of the organization skills involved in reading and writing a paragraph. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3.)

*785. Goldstein, Harry. Reading and listening comprehension at various controlled rates. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 69 p. (Contributions to education, no. 821.)

Compares reading and listening comprehension as a function of rate of presentation by testing 230 male and female subjects ranging in age from 18 to 65 years, and representing a cross-section of adults, in terms of intelligence, educational achievement, and cultural background as determined by standardized tests. Finds that the relative superiority of listening over reading comprehension diminishes with increasing difficulty of material; that of far more importance than the superiority of either mode of presentation is the wide range of individual differences in relative ability in the respective modes; that there is a consistent decline of reading and listening comprehension with rate; that reading

is apparently a central rather than a peripheral activity; that reading and listening comprehension are conditioned by the intelligence level of the subjects; that the faster readers find the fast rates more effective for reading than for listening comprehension, that the difference in favor of listening comprehension is greater for the less intelligent subjects; and that techniques devised in this study may be utilized successfully in situations requiring strict rate control.

786. Graves, Mary Willie. The improvement of reading of low ability pupils. Master's, 1940. Ala. Poly. Inst. 82 p. ms.

787. Hall, Hazel Rice. The effect of the use of enlarged pictures on progress and achievement in second grade reading. Master's, 1940. Texas

*788. Hamilton, Portia Goulder. The visual characteristics of stutterers during silent reading. Doctor's, 1940. T. C., Col. Univ. New York, 1940. 35 p.

Compares the visual characteristics of equated groups of stutterers and non-stutterers in three public schools in New York City in grades 3 to 7, inclusive. Finds no statistically significant differences between stutterers and non-stutterers in any of the measures of silent reading and of visual characteristics which were used. Shows that individual children need individual reading treatment, but that there is no evidence that stuttering children as a group need treatment different from the non-stutterers.

789. Harris, Elizabeth Ham. Diagnosis and remedial work in intermediate grade reading. Master's, 1940. Stanford.

790. Henry, Morris. A comparative study of a casual method of dictionary instruction with a plannet method of teaching the use of the dictionary notebooks and graphs for the development of vocabulary. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32, N. S.: 132-33.)

Attempts to determine the effects of the use of drills, dictionary notebooks, and graphs on certain achievements of seventh-grade pupils. Concludes that a definite method of teaching the use of the dictionary has advantages over the casual method of instruction.

791. Hicks, Norma Swayne. A study of certain formulae for determining retardation in reading. Master's, 1940. Penn. State.

792. Johnston, Charles R. Correlation between intelligence and reading achievement with particular reference to certain social factors. Master's, 1940. Arizona. 40 p. ms. (Abstract in: University of Arizona record, vol. 34: 41-42.)

Attempts to determine the relative effect of intelligence, home library, language spoken in the home, size of family, broken home, and weight on achievement in reading. Shows that socio-economic factors as well as intelligence affect reading achievement.

793. Jones, Edna M. A case study investigation of factors related to success or lack of success in fifth grade reading. Master's, 1940. Iowa.

*794. Junkins, Kathryn M. The construction and evaluation of exercises for developing visual discrimination in beginning reading. Master's, 1940. Boston Univ. 148 p. ms.

Attempts to build exercises for visual discrimination and to evaluate their effect on beginning reading. Gives lesson plans and tests administered.

795. Keahey, George Lon. Administration of a reading program. Master's, 1940. Texas.

796. Kochenderfer, M. Margaret. Perceptual reading habits of good and poor readers. Master's, 1940. Ohio State. 70 p. ms.

797. Kramer, Julia Ellen. A plan for a functional approach to reading for a slow-learning first and second grade. Master's, 1940. Ohio State. 33 p. ms.

Emphasizes the need for reorganizing the first grade program. Concludes that the development of optional potentialities of the individual should be the main aim of education regardless of the degree of intelligence possessed by the individual.

798. Lamb, Aaron Edward. The use of mechanical aids in teaching reading. Master's, 1940. Texas.

799. Leonard, Charles Case. A preliminary study in testing reading readiness in Hawaiian children. Master's, 1940. Iowa.

800. Looney, Nora. Program for developing study skills in sixth grade. Master's, 1940. Tennessee. 89 p. ms.

Describes an experiment in developing study skills in reading and the social studies in the sixth grade. Finds that the children made great gains in reading ability, and that they were interested in this type of program. Shows that their personality and character traits improved as the result of the experiment.

801. Louis, Edith Ling. A study of the effect of reading instruction and vocabulary drill on reading ability. Master's, 1940. Hawaii. 49 p. ms.

802. Luna, Frances Marie. An analysis of the beginning child: a basis for individualizing reading readiness activities. Master's, 1940. West Texas St. T. C.

803. Lundahl Emelia Betty. Individual reading needs in a fifth and sixth grade class with special reference to personality problems. Master's, 1940. Nebraska. 102 p. ms.

Presents a series of case studies of children who have special difficulties in reading. Shows how the ordinary teacher with ordinary resources can handle most problems of reading deficiency. Points out the necessity for determining extra- and intra-school conditions producing social and emotional maladjustment, and correcting them as a phase of handling individual difficulties in reading.

804. McIntosh, Vergil Miller. The effects of objective guide questions and self-checking answer sheets upon performance in reading and learning. Master's, 1939. Kans. St. Coll. 21 p. ms.

805. McMahan, Frederick Joseph. The reliability of ophthalmograph data. Master's, 1940. Catholic Univ. 23 p. ms.

Analyzes records obtained through the use of the ophthalmograph as revealed in the reading graphs of 100 sixth-grade students. Shows limited reliability on the problems tested.

806. Maier, Madge. An analysis of the Thorndike word list. Master's, 1940. East Texas St. T. C. 198 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 41-42.)

807. Maxwell, Jewell T. Preparation for primary reading. Master's, 1940. East Texas St. T. C. 113 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 43-44.)

Concludes that the first-grade teacher must know the mental, physical, social and emotional characteristics of the first-grade child; that many first-grade children are too immature to learn to read; that a testing program should be conducted so that the maturation of the individual child can be determined.

808. Millard, C. V. The nature and character of pre-adolescent reading. East Lansing, Michigan State college, 1940. 100 p. ms.

Covers marks on Stanford reading tests from grades two to six.

809. Montgomery, Thyra M. A study of hand and eye preferences in relation to reading ability. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S: 141.)

Describes an experiment in which tests were administered to 3,524 children in the first four grades of the schools of Vermilion parish in order to determine the hand preferred for certain manual activities and the eye preferred for seeing. Suggests the necessity of a program whereby pupils with special reading disabilities caused by hand and eye preferences may be identified early in their school career; and emphasizes the importance of a preventive rather than a remedial program with those pupils.

810. Moore, Junita. Reading habits and skills advocated in seven manuals for teaching reading in grade four. Master's 1940. Michigan.

*811. Mullaney, Ellen Mary. The relationship between silent reading ability and arithmetic ability in the seventh grade. Master's, 1940. Maine. 76 p. ms.

Indicates that for the pupils studied there is a greater degree of relationship between silent reading ability and ability to perform the fundamental operations in arithmetic than there is between silent reading ability and ability to solve arithmetic problems.

812. Myers, Vest Cleveland. Seventh grade free reading—its relation to certain personal environmental factors. Doctor's, 1940. Missouri.

813. Nesbitt, Harriet D. A compendium of the objectives and methods of the contemporary authorities in teaching the first course in interpretive reading on the college level. Master's, 1940. Penn. State.

*814. O'Leary, Margaret A. Study of gains made through remedial reading instruction. Master's, 1940. Boston Univ. 69 p. ms.

Studies the records of 100 children who had received remedial reading instruction in a remedial-reading center of a public-school system.

815. Owen, Wilber William. A remedial reading program in high school. Master's, 1940. Iowa.

816. Penn, Leona. The functions of the English teacher as a teacher of reading on the secondary level. Master's, 1940. Ohio State. 137 p. ms.

Evaluates principles and techniques of remedial instruction for their applicability to the regular classroom situation. Analyzes the reading problems common to literature and offers suggestions for solving them through the application of modified remedial methods.

817. Perrelet, Lois. The effectiveness of remedial reading methods with average readers. Master's, 1940. Colo. St. Coll. of Ed.

*818. Phelan, Sister Mary Benedict. Visual perception in relation to variance in reading and spelling. Doctor's, 1940. Catholic Univ. Washington, D. C., Catholic education press, 1940. 48 p. (Catholic university of America. Educational research monographs, vol. 12, no. 3)

Describes an experiment in which perception, cognition, and memory tests were administered to 525 children in the fourth and fifth grades in six parochial schools in Chicago, and data on 460 of the pupils analyzed. Concludes that reading and spelling are activities depending primarily on the development of word meaning: that they both depend on the common ability to discriminate words and letters; that their dependence on accurate visual impressions places them in the category of skills that profit from appropriate visual-kinaesthetic experience. Suggests that a large proportion of the individual differences in reading and spelling is due to the factor of effort.

819. Prichett, John Samuel, Jr. The effects of variation in light intensity on six selected reading responses. Master's, 1940. Georgia. 52 p. ms.

Finds that 20- and 50-foot candles resulted in greater reading efficiency than 5-foot candles.

820. Ratchford, Mary Dorothy. An appraisal of the poor quality of reading of the work-silent type done by 177 upper classmen at the North Texas State teachers college. Master's, 1940. North Texas, St. T. C.

*821. Rhodes, Charlotte D. Diagnostic study of third grade reading difficulties with suggestions for remedial instruction. Master's, 1940. Texas Coll. of Arts and Inds. 91 p. ms.

Studies the reading ability of the third-grade pupils in an elementary school in Corpus Christi, Tex., during the school year 1939-40. Gives 10 case histories, with the remedial methods used in each case, and the results of remedial instruction.

*822. Riley, Sister Mary of the Visitation. Visual perception in reading and spelling: a statistical analysis. Doctor's, 1929. Catholic Univ. Washington, D. C., Catholic university of America, 1929. 48 p.

823. Russell, Goldie Andrews. A study of a specific reading procedure and its effect on achievement in a first grade classroom. Master's, 1940. Okla. A. & M. Coll.

Describes a remedial reading program given to first-grade children, and shows that the pupils to whom this program was given reached or surpassed the achievement norms by the end of the year.

824. Salisbury, Fern E. A study of reading comprehension of high school pupils in three Iowa counties. Master's, 1940. Iowa.

825. Samuels, Fra Lucile. Sex differences in reading achievement. Master's, 1940. Iowa.

826. Schaper, Helen. A reading program in the junior high school grades. Master's, 1940. Oregon.

827. Sears, Esther Ruth. Effects of the metronoscope shutters on the improvement of first grade reading. Master's, 1940. Texas.

828. Seibert, Ivan N. A study of the rate of reading comprehension. Master's, 1940. Iowa.

829. Shaw, Helen Elizabeth. Factors relating to reading success in primary grades. Master's, 1940. Kansas. 125 p. ms.

830. Shores, J. H. Reading comprehension in history and science as related to reading and study skills. Doctor's, 1940. Minnesota.

*831. Sibley, Martha. An experimental study of an individual-group method of developing the reading skills demanded by the content subject of the fourth grade curriculum. Doctor's, 1940. New York. 90 p. ms.

Describes an experimental study of an individual and a group method of developing the reading skills demanded by the content subjects of the fourth-grade curriculum. Finds that during the entire period of the experiment both groups made significant gains in ability to read, and that the experimental group gained more than the control group.

832. Sletten, Rhoda Signe. An analysis of work books in reading for grades one to six. Master's, 1940. Chicago.

833. Smith, Saidee. Reading habits of Greeley high school students. Master's, 1940. Colo. St. Coll. of Ed.

*834. Steinbach, Sister Mary Nila. An experimental study of progress in first grade reading. Doctor's, 1940. Catholic Univ. Washington, Catholic education press, 1940. 117 p. (Catholic university of America. Educational research monographs, vol. 12, no. 2.)

Describes an experiment conducted with 147 boys and 153 girls who entered the first grade of nine parochial schools in Milwaukee and three smaller suburban cities, coming from homes of various levels of socio-economic status, with about equal numbers of non-bilingual and bilingual pupils. Finds that many first-grade entrants have a meager informational background, are deficient in knowledge of word meanings and in the skills of auditory and visual discrimination; that a large number failed to achieve success in first-grade reading; that individual differences in the rate of reading progress are indicated by the wide range of composite reading achievement scores on the January and June tests; that more boys than girls are retarded in reading; that chronological age is not an important factor for success or failure in reading; that speech defects seem to be significantly related to reading achievement; and that bilingualism is somewhat related to success in reading.

835. Tate, Marjorie. The relationship of status and growth in the quality of oral reading to comprehension and speed and to the total growth of the child. Master's, 1940. Michigan.

836. Tatum, Verle J. A remedial reading program at the high school level. Master's, 1940. Iowa.

837. Teasley, Roy Allen. The improvement of reading in the Milltown high school. Master's, 1940. Ala. Poly. Inst. 71 p. ms.

838. Terry, Fern Erion. Corrective reading as a factor in personality readjustment of junior high school pupils of normal intelligence. Master's, 1940 Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 120-21.)

Attempts to determine how effective a corrective reading program may be in aiding junior high-school pupils of normal intellectual ability to overcome their reading disabilities and their personality maladjustments. Finds that more than half of the 15 cases studied improved in both fields of endeavor.

839. Thomas, Velma Talitha. Diagnostic and remedial instruction in reading for the third grade at Baxter Springs, Kansas. Master's, 1940. Kans. St. T. C., Pittsburg. 65 p. ms.

*840. Thompson, Louise Eastman. The enrichment versus the analysis method of teaching first grade reading. Master's, 1940. Boston Univ. 71 p. ms.

Describes a two year experiment conducted with two different first-year reading classes, in which the enrichment method was alternated with the analysis method throughout the year, and tests were given on each unit. Finds that the enrichment method was better for immediate recall in one class, and the analysis method was better for delayed recall in the same class, and these results were further substantiated the following year with the second class

841. Upshall, C. C. Influence of a delayed reading program on reading ability. (Comparison of the reading test scores in grades 1, 4 and 6 of one group of pupils who were taught to read immediately upon entering the first grade and of another group which was not given direct reading instructions until about November 1) Bellingham, Western Washington college of education, 1939. 8 p. ms.

Concludes that the delayed reading groups was not handicapped by their later start in learning to read.

*842. Wells, Dorothy. A study of the reading habits and attitudes of the socially unadjusted junior high school child. Master's, 1940. Syracuse. 54 p. ms.

Compares the voluntary reading done by two groups of junior high school children, paired within given limits as to intelligence, reading ability, and MA, but differing as to degree of social adjustment. Indicates that all of the children used in this study read something; that there was a slight difference in the amount of reading done by the two groups; that the adjusted children have a wider range of reading interests than the maladjusted. Gives case studies of 10 of the pupils.

843. Wilkowski, Genevieve M. A study of the vocabulary, sentence development, and content used in the experience reading and language activities of the children in two classes in 1A and 2B grades in Grand Rapids. Master's, 1940. Michigan.

844. Winn, Nell Rose. The use of the laboratory period as a means of correcting reading deficiencies of eighth grade students. Master's, 1940. Georgia.

Concludes that the laboratory period may be used successfully to remedy reading deficiencies.

845. Witzman, Bertha Evangeline. Experimental study in reading. An experimental study in the diagnosis and treatment of reading defects, with special reference to the clinical value of the ophthalmograph and the metronoscope. Doctor's, 1940. Western Reserve. 116 p. ms.

Concludes that training with the metronoscope improves both reading rate and comprehension, and that the ophthalmograph possesses much value for clinical diagnosis of ocular behavior.

846. Woods, Ruth E. A description and evaluation of the procedures used in the diagnosis of reading difficulties. Master's, 1940. Drake. 67 p. ms.

HANDWRITING

847. Christal, Margaret Josephine. An analytical study of five systems of handwriting. Master's, 1940. Texas.

848. Close, Tao Raymond. The effect of fatigue upon handwriting. Master's, 1940. Iowa.

849. Cowan, Audley William. Manuscript writing: its experimental bases, and its usage in the elementary schools of California. Master's, 1940. Stanford.

850. Craig, G. G. Circus alphabet. Bowling Green, Western Kentucky state teachers college, 1940.

Attempts to motivate penmanship in grades 1 to 8 by dressing up the capital letters to resemble animals

851. Giles, Wilma Bernice. Manuscript writing in the rural schools of Iowa. Master's, 1940. Iowa.

852. Ward, John W. An attempt to promote an economy of effort and time in the attainment of better handwriting skills. Master's, 1940. Indiana. 32 p. ms.

*853. Wiles, Marion Elizabeth. The effect of different sizes of tools upon the handwriting of beginners. Doctor's, 1940. Harvard. 147 p. ms.

Describes an experiment conducted during the school year 1938-39 with first-grade pupils of the Brockton, Mass., public schools. Indicates that size of handwriting tools had little effect on handwriting achievement or on physical reactions accompanying handwriting, concluding that there is little justification for use by beginners of tools other than those already standardized and recommended for use throughout life.

SPELLING

854. Brooks, Frieda. The use of rules in the teaching of spelling. Master's, 1940. Chicago.

855. Cash, Margaret E. A graded special spelling list for the elementary language course of study. Master's, 1940. Iowa.

856. Clayton, Ralph. The selection and gradation of spelling words (1-8). Master's, 1940. Colo. St. Coll. of Ed.

857. Dicke, Mildred. A comparative evaluation of a functional approach to spelling in a third grade. Master's, 1940. Ohio State. 68 p. ms.

858. Fullmer, Gladys R. Amelia. A comparison of a spelling vocabulary based on individual needs with a spelling vocabulary based on social needs. Master's, 1940. Michigan.

859. Lattimore, Mary Ermine. A critical analysis of spelling achievement in the Fort Worth, Texas, elementary schools. Master's, 1940. North Texas St. T. C.

860. Madden, Creswell W. A study of spelling and word knowledge. Master's, 1940. Michigan.

861. Milbauer, Peretz. The effect of reading upon improvement in spelling of pupils in the eighth year of the elementary school. Master's, 1940. Coll. of the City of N. Y. 57 p. ms.

*862. Rust, Edna Newbury. A study of spelling errors made on a fifth grade achievement test. Master's, 1940. St. T. C., Fitchburg. 35 p. ms.

Analyzes spelling errors made by 30 children on the progressive achievement test. Finds that the class average score was below the standard of the Buckingham-Ayres spelling scale.

863. Vanzo, Adolph. A study of spelling and word knowledge. Master's, 1940. Michigan.

864. Verburg, Wallace A. A study of the effects of presenting words in spelling by the printed and the cursive forms. Master's, 1940. Iowa.

865. Whiteley, Bernice R. English spelling reform. Master's, 1940. East Texas St. T. C. 111 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 83-84.)

Attempts to show some of the modifications that have taken place in English spelling since the invention of printing. Shows the lack of reason upon which much of our conventional spelling has been based and the need of a thorough mastery of and a scientific approach to the subject of spelling on the part of the teacher.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

866. Adams, Effie Kayte. Accomplishment of white and colored children on certain language skills. Master's, 1940. Iowa.

867. Allen, Corrie Walker. The influence of psychological research in certain phases of learning on the development of materials and methods in the teaching of English in the middle grades, 1890-1940. Doctor's, 1940. Texas.

868. Barber, John Morton. Objective grammar maintenance drill for tenth grade. Master's, 1940. Iowa.

869. Barghahn, Kenneth C. The effects of sentence diagraming on English usage and reading comprehension. Master's, 1940. Iowa.

870. Barnett, Alice L. Junior high school grammar by the diagram method. Master's, 1940. Arizona. 139 p. ms. (Abstract in: University of Arizona record, vol. 34: 7-8.)

Includes sets of lessons for intensive drill, and diagrams to illustrate the various parts of speech.

871. Boone, Eunice. Creative English. Master's, 1940. Ala. Poly. Inst. 130 p. ms.

872. Burgess, Kathryn L. Language development through experience in a child development center. Master's, 1940. Ohio State. 98 p. ms.

Evaluates the part that experience plays in developing language among preschool children. Shows that rich and varied experiences and activities foster the functional growth and development of language among preschool children; and that failure to provide experiences may cause serious adjustment problems in children.

873. Burns, James W. Specific capitalization situations in the writings of seventh grade pupils. Master's, 1940. Iowa.

874. Dawe, Helen Cleveland. A study of the effect of an educational program upon language development and upon related mental functions in young children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66.)

Investigates the effect upon language development and related mental functions of an educational program emphasizing training in the understanding and use of language symbols, using as subjects 11 pairs of orphanage preschool and kindergarten children matched on chronological age, mental age, IQ, vocabulary, general information, speech intelligibility, and sentence organization.

875. Dobras, Victor Edward. A semester's teaching of junior English in Lorain, Ohio. Master's, 1940. Peabody. 331 p. ms.

Describes an experiment in which a class in the second semester of the third year of high-school English was taught informally and the procedures recorded in a teacher's daily

diary account with tables of surveys and readings. Finds that the pupils preferred the informal method; that they read many more books, poems, magazine articles and plays as the result of the course, and that their creative projects included notebooks, original poetry and plays, scrapbooks, pen sketches, compositions, and costuming of dolls.

876 Fee, Mary. Functional grammar and its relation to correct English usage. Doctor's, 1940. Kansas. 121 p. ms.

877. Foss, Hildegard. An analysis of the content of 13 courses of study in English expression for the ninth grade. Master's 1940. Michigan.

878. Gibbons, Helen Dorothy. The ability of college freshman to construct the meaning of a strange word from content. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2.)

879. ———. The ability to see the relationship between parts of a sentence. Doctor's, 1940 Colo. St. Coll. of Ed. (Field study no. 1.)

*880. Glenn, Pauline Oates. A study to find what grammatical errors are made from grades 4-12, and which errors tend to persist through high school. Master's, 1940. New York. 52 p. ms.

Studies 1,067 uncorrected compositions from 13 states, and lists the grammatical errors made by each grade. Finds that grammatical errors in tense, modifiers, number, case forms, participles, prepositions and miscellaneous uses of wrong words tend to persist through high school; that gramatical errors are widespread.

881. Goo, John Y. Approaches to the teaching of English for the junior high schools of Hawaii. Master's, 1940. Ohio State. 128 p. ms.

Demands sympathetic understanding of the difficulties of the youth of Hawaii.

882. Grise, Presley M. A study of the relationships of written compositional ability of high school graduates. Doctor's, 1940. Kentucky. 290 p. ms.

Analyzes data obtained from the administration of English and psychological tests to entering freshmen at two State teachers' colleges. Correlates compositional ability with: Intelligence, size of home school, number of high-school English teachers, number of high schools attended, education and occupation of parents, reading materials in the homes, and economic status.

*883. Hand, Julia Elizabeth. An evaluation of representative courses of study in English in terms of *An experience curriculum in English*. Master's, 1940. Syracuse. 94 p. ms.

Studies the objectives of 25 State, city, and county courses of study in English, and compares them with the objectives in the *Experience Curriculum*.

884. Harrell, Ruth. An analysis and evaluation of two methods of teaching language arts. Master's, 1940. North Texas St. T. C.

*885. Hinton, Eugene M. An analytical study of the qualities of style and rhetoric found in English compositions. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia university, 1940. 135 p. (Contributions to education no. 808.)

Attempts to discover the qualities, exclusive of punctuation, capitalization, spelling and grammatical correctness, that are taken into account by teachers of English in evaluating English compositions, and of re-defining the qualities in the interest of improving the teaching of English composition. Finds that the better compositions were more often superior in organization, clearness, and sequence than in any other qualities, and less often superior in sincerity, character delineation, sensitiveness, originality, and realism.

886. Irwin, Elizabeth Miller. A survey of the status of the general language course in Columbus, Ohio. Master's, 1940. Ohio State. 73 p. ms.

Finds that in the city schools of Columbus, general language is a prescribed course, divided into two equal amounts of time, one devoted to a study of language in general, and one to a sampling of foreign language, using the memorization of grammatical material as the method. Describes the general language course at the Ohio State University school which considers the subject a course in communication in which there is a study

of the different media of communication: Music, art, and mathematics; history of language with emphasis on English; and at the end of the year, a brief exploration in foreign languages. The method used is teacher-pupil planning of projects related to the life of the student

887. Jackson, C. E. and Pollock, T. C. The teaching of English grammar in the secondary schools of New Jersey, 1937-38. Ann Arbor, Mich., Edwards Brothers, 1940. 39 p. ms. (New Jersey State teachers college, Upper Montclair.)

*888. Johns, Walter Burchard. The growth of vocabulary among university students with some consideration of methods of fostering it. Doctor's, 1936. Nebraska. Journal of experimental education, 8: 89-102, September 1939. (Reprinted.)

Describes three different procedures for fostering vocabulary growth among college students from freshmen to seniors. Finds that all groups showed growth, and that the group using abundant drill followed by adequate testing showed the most growth.

889. Johnson, Mildred Linnea. An analysis and classification of specific devices for the motivation of learning activity in English. Master's, 1940. Nebraska. 97 p. ms.

Analyzes and classifies specific devices and techniques used in motivating learning activities in English in the secondary school.

890. Kane, Marion. A comparative study of two aspects of English teaching Master's, 1940. Ohio State. 133 p. ms.

Compares the drill method of teaching the correct usage of punctuation and capitalization with the experience teaching of these items as a child has need for them. Finds the functional method of teaching superior.

891. Kravig, Valborg Adelaide. An analysis of errors in mechanics and usage in English of junior high school pupils. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 70.)

Describes an experiment in which standard diagnostic tests were administered to an average of 295 pupils in the junior high school in Eveleth, Minn., during the school year 1939-40. Finds a constancy in the specific types of errors from grade to grade; slight improvement in specific types of errors from grade to grade; certain items showing a relatively high degree of mastery; knowledge of sentence structure indicated marked improvement from grade to grade; and overlapping in knowledge of mechanics and usage in English from grade to grade.

892. McElravy, Pauline. The implications of the philosophy of education of the East Liverpool high school for the formulation of a course of study in English. Master's, 1940. Ohio State. 200 p. ms.

893. McGlynn, Jack William. Some problems in teaching English and literature in small high schools in Colorado. Master's, 1940. Colo. St. Coll. of Ed.

894. McLaughlin, Lloyd Edward. An annotated bibliography to be used for correlating junior high school English and history for the years 1607-1763. Master's, 1940. Michigan.

895. Mielenz, Mary Luella. Background factors in English achievement. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 157-65.)

Attempts to determine the economic and cultural status of high and low ranking students in English; the importance of foreign language to English achievement; the high-school environmental backgrounds for the two groups of college freshman students; the college backgrounds of the two groups of freshman English students; and to determine whether scholarship status is important in determining English achievement. Analyzes data on 433 freshmen of the University of Nebraska. Finds the background factors of the two groups similar. Shows that the high schools should provide more guidance in study techniques.

896. Mosley, Audrey E. A course of study in English for slow learners in the ninth grade. Master's, 1940. Michigan.

897. Newport, Elizabeth Callicott. An English program for the senior high school. Master's, 1940. Tennessee. 221 p. ms.

Explores general principles of effective English teaching, and formulates a series of objectives, activities, and materials to be used in teaching English in the three years of senior high school.

898. Nichols, Allen. The determination of points of emphasis for high school students in business English and business behavior. Master's, 1940. Michigan.

*899. Nott, Chester W. A procedure for evaluating and projecting improvements in a local syllabus for senior high school English. Master's, 1940. Syracuse. 127 p. ms.

Evaluates the English course of study for Batavia, N. Y., and suggests specific means of improving it in terms of a carefully reasoned philosophy for a modern program in secondary English.

900. Okawa, Sumi Watanbe. A study of the pronunciation of the various spellings of vowels, diphthongs, and triphthongs in stressed and semi-stressed syllables. Master's, 1940. Hawaii. 105 p. ms.

901. Otto, C. Lucille. Specific capitalization skills in the writing of eighth grade pupils. Master's, 1940. Iowa.

902. Oyer, J. Edward. The problem of slang and the teaching of English. Master's, 1940. Ohio State. 100 p. ms.

Finds that slang mirrors growth of language, and should be included in language teaching.

*903. Petersen, Olga C. An experiment in teaching vocabulary as a separate course in high school. Master's, 1937. North Dakota. 69 p. ms.

904. Pyson, William S. The function of the student written literary magazine in the high school composition program. Master's, 1940. Ohio State. 116 p. ms.

Finds the magazine a powerful stimulant to the composition activities.

905. Robinson, Mary Margaret. A laboratory method in the teaching of English. Master's, 1940. Michigan.

906. Rutledge, Nellie Brassell. Materials for the teaching of functional grammar in the seventh grade. Master's, 1940. Alabama. 179 p. ms.

*907. Sachs, Hyman Jacob. The teaching of vocabulary. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 9 p. (Abstract of Contribution to education, no. 279.)

Analyzes 72 textbooks in English composition on the junior and senior high-school and freshman year of college levels, to determine the methods of vocabulary study advocated and practiced in them. Describes experiments conducted with college freshmen to determine the value of dictionary use, and of wide reading on increasing their vocabularies. Concludes that vocabulary is of great importance in all aspects of school work, and in post-school life; that the schools are not achieving the best results of vocabulary work; that a conscious and systematic program of vocabulary work will increase word knowledge and improve comprehension of general subject matter; and that a combination of formal and informal methods of teaching words is desirable.

908. Savage, Hazel M. The relation of sentence sense to the mechanics of capitalization and punctuation. Master's, 1940. Iowa.

909. Schindhelm, Margaret Mary. Improving the quality of written composition in grades five and six through a remedial program. Master's, 1940. Iowa.

910. Smart, Lyndword N. L. Improvement in classroom performance through home visitation. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 130-32.)

Describes an experiment conducted with four freshmen English classes in high school, in which the pupils in two classes were visited in their homes, and in which the homes

of two classes were unvisited. Finds that the visited groups gained more in achievement in English, in attitude toward English, and in morale than the unvisited classes.

911. Sparkman, Evelyn Philips. A study of high school slang in Jonesboro, Arkansas. Master's, 1940. Peabody. 117 p. ms.

Finds that the use of slang in the schools has decreased in the last decade.

912. Stewart, James Reese. Capitalization situations and variants in the writings of fourth grade pupils. Master's, 1940. Iowa.

913. Tarry, Hazel. A study of modern agencies in the teaching of high school English in selected high schools of Kentucky and some adjoining states. Master's, 1940. Kentucky. 78 p. ms.

Recommends that all schools make some attempt at radio and photoplay guidance, through units of study, cooperation with local theater and radio station managers, through radio workshops and photoplay clubs, and through production of films

914. Taylor, Mattie. A study of a non-credit class in college English as a corrective device for freshmen students inferior in English. Master's, 1940. Brigham Young.

915. Tripp, Dorothy L. Semantic variations in word usage in a second grade. Master's, 1940. Iowa.

916. Vick, Jessie Lee. An experimental study of the use of letter writing for realizing social objectives of high school English. Master's, 1940. Texas.

917. Wagner, Carl Harold. The integration of English in secondary schools. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 28, no. 3: 126.)

Considers various types of experimental curricula, ways of integrating English in these curricula, a brief historical account of the place of English, and the theories underlying integration.

918. Wilhelms, Fred T. Individualized remedial instruction in English usage at the high school level. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 198-201.)

Describes the development of a remedial program in English usage; and a study of the effectiveness of these instructional materials and procedures with a group of Nebraska high schools. Concludes that the subject matter and method used in the remedial program were superior to the more traditional approach.

919. Wood, Christine Barker. English grammatical nomenclature: its history and present status. Master's, 1940. Texas.

*920. Young, Florene M. An analysis of certain variables in a developmental study of language. Doctor's, 1938. Peabody. Genetic psychology monographs, 23: 3-141, February 1941.

LITERATURE

921. Arbuthnot, May Hill. Literature and reading. Elementary English review, 17: 3-8, January 1940. (Western Reserve university.)

922. Barber, Katherine. Poetry selection for children, age six or under. Master's, 1940. Iowa.

923. Billingsley, Herschel Albert. An analysis of Edgar Watson Howe's style of writing as a unit in high school English. Master's, 1940. Kansas. 180 p. ms.

924. Boggess, Mina Montgomery. Methods of teaching poetry in the secondary schools of America. Master's, 1940. Texas.

925. Browne, Jean Idella. Imaginary, fantastic themes in poetry for children. Master's, 1940. Peabody. 161 p. ms.

*926. Caillouette, William J. Quantitative studies in the poetry of Francis Thompson. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 4 p. (Abstract of Contribution to education, no. 271)

927. Cardwell, Lois May. A comparative study of two methods of teaching *The Merchant of Venice* and *Twelfth night*. Master's, 1940. Texas.

*928. Davis, Bertha Mattie. The growth and development of the sonnet in England in the sixteenth century. Master's, 1940. Boston Univ. 75 p. ms.

Traces the origin of the sonnet, and its development in Italy, France, and England. Discusses the Elizabethan period and the great and minor sonneters

929. Fleming, Margaret D. Relative value of two methods of presenting poetry to children. Master's, 1940. Iowa.

*930. Goulston, Ralph. Edgar Allan Poe: the dream-saga of a tragic poet. Master's, 1940. Boston Univ. 130 p. ms.

Traces Poe's life briefly. Discusses his personahty, training, illness, and economic condition. Analyzes his poetry and his prose writings.

931. Hruza, Thelma. An investigation of some factors in the appreciation of poetry. Doctor's, 1940. Peabody. 779 p. ms.

Analyzes responses of 42 students to 15 phonographically reported poems as measured by psychogalvanometer, pneumograph, controlled interview, and word-phrase associations

932. Hunt, Isabel. The place of poetry in the tenth grade literature program of Fostoria high school. Master's, 1940. Ohio State. 148 p. ms.

Analyzes the objectives of secondary education and of the literature program. Discusses the effects of the agricultural-industrial community of Fostoria, Ohio, on the literary tastes of the high-school pupils. Finds that the choice and presentation of poetry for tenth-grade pupils is a problem to be faced by high-school literature teachers. Indicates that tenth-grade pupils prefer poetry which is active, colorful, tells a story, arouses their sympathies, is cheerful, and has marked rhythm.

933. Johnson, Betty Kiker. Trends in specified high school literature in Georgia from 1905 to 1940. Master's, 1940. Georgia. 65 p. ms.

Finds a trend toward the use of more American literature, shorter selections, and an increase in the number of selections.

*934. Jonas, Leah. The divine science: the aesthetic of some representative seventeenth century English poets. Doctor's, 1940. Columbia. New York, Columbia university press, 1940. 292 p. (Columbia university studies in English and comparative literature, no. 151.)

Discusses the theory of English poetry about 1600, and the works of Ben Johnson, Michael Drayton, William Browne, George Wither; Giles and Phineas Fletcher, William Davenant, Abraham Cowley, John Milton, John Donne, and religious lyrists George Herbert, Richard Crashaw, and Henry Vaughan; Robert Herrick and Thomas Carew, Andrew Marvell and John Denham.

935. McCall, Alice H. Poetry: its status and interpretation in high school. Master's, 1940. Baylor.

936. McClellan, George H. The stream of consciousness novel as an integrating center for secondary school English. Doctor's, 1940. Ohio State. 501 p. ms.

Reviews courses of study in composition and literature for grades 10 to 14. Concludes that both composition and literature courses can be benefited by application of stream-of-consciousness materials and techniques.

937. McIntee, Dorothy L. A comparison of the reading difficulty of two versions of *Robin Hood*. Master's, 1940. Michigan.

*938. McLaughlin, John F. The three Shakespearean periods in the life and achievements of Sidney Lanier. Master's, 1940. Boston Univ. 80 p. ms.

939 Mallon, Wilfred M. Effect of great books course on reading habits of students. St. Louis, Mo., St. Louis university, 1940.

940. Perchbacher, Olga. American literature for youth in a social world. Master's, 1940. Michigan.

*941. Reichart, Robert Ray. A study of the value of the high school English literature course. Master's, 1937. Oregon St. Coll. 126 p. ms. (Oregon state college thesis series, no. 6.)

*942. Riley, Margaret M. Additional helps in the teaching of *Evangeline*. Master's, 1940. St. T. C., Fitchburg. 61 p. ms.

Describes the background of the poem; explains selected allusions, and describes illustrative material.

*943. Sweeney, Gertrude Barnidge. A study of the vocabulary burden of *Ivanhoe* and *Silas Marner*. Master's, 1940 St. T. C., Fitchburg. 62 p. ms.

Compares the vocabularies of these books, and concludes that their vocabularies are well within the range of standards given by prominent vocabulary investigators.

944. Tenhaaf, Mable Cornelia. A comparison of the results of teacher direction and teacher assistance in the presentation of American and English literature to high school classes. Master's, 1940. Mich. St. Coll. 45 p. ms.

945. Tenhaaf, Mildred Mary. A study of the relative value of reading materials and visual aids in five classes of English literature. Master's, 1940. Mich. St. Coll. 59 p. ms.

946. Westby, James Martin. Values accruing to adults from study in literary classes in North Carolina; with an appraisal of resultant learning outcomes and interests. Doctor's, 1940. North Carolina.

947. Yark, Paul R. An analysis of *David Copperfield* for high school teaching. Master's, 1940. Iowa.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES

*948. Allen, Mabel Randolph. The National education association and the teaching of Latin. Master's, 1940. George Washington. 89 p. ms.

Shows that the last 80 years witnessed a great change in the status of Latin; that, as shown by the publications of the association, Latin tried to hold its own against the inroads made by the newer sciences, modern languages, and English courses between 1857 and 1891; that enrollment in Latin increased between 1891 and 1913; and that interest in Latin waned shortly after 1913.

949. Crozer, Elizabeth. A study of the extent to which technical and semi-technical terms used in biology are taught in first and second year Latin. Master's, 1940. Michigan.

950. Duffy, Mary Louise. Isidorus and the secondary Latin vocabulary. Master's, 1940. Pittsburgh.

951. McGaw, Jessie Brewer. Latin readings for third year high school. Master's, 1940. Peabody. 115 p. ms.

Surveys Latin readings in European and American schools.

952. Spencer, Anne. An evaluation of the theory, method, and content of Latin in the public schools from 1900 to 1940. Master's, 1940. North Texas St. T. C.

953. Stivers, Marjorie E. The availability of Aulus Gellius for supplementary material in secondary school Latin. Master's, 1940. Iowa.

MODERN LANGUAGES

954. Baehr, George O. H. A system for the classification of constructions in German and English based on junction and nexion with emphasis on the role played by verbs, their derivatives and their substitutes. Master's, 1940. Buffalo.

955. Black, Helen W. Recent trends of thought in the study of change of sound with especial reference to French. Master's, 1939. Temple. 33 p. ms.

*956. Cassidy, Richard Thomas. The influence of the use of graded reading material on the development of reading ability in a first year Spanish course. Master's, 1940. Boston Univ. 96 p. ms.

Investigates the validity of the claims that the use of the newer type of reading material, graded in accordance with the results of word counts, in a first-year Spanish course brings about more improvement in reading ability than the use of the older, ungraded, type of reading text. Concludes that there was no appreciable difference in the development of reading ability in Spanish in favor of either the older or newer type of reading material.

957. Clagett, Marjorie. Grading sheet for French composition. Bowling Green, Western Kentucky teachers college, 1940.

Reduces French grammar to a few principles.

958. Cooper, Robert P. A comparative study of French and Spanish paronymous verbs. Master's, 1940. Brigham Young.

959. Cutler, Minnie. A study of the Provencal vocabulary in French. Master's, 1939. Columbia.

960. Garcia, Trinidad. A vocabulary of New Mexican Spanish words of English origin from southwestern New Mexico. Master's, 1939. Stanford.

*961. Guyette, George Francis. A study of the survival of certain neologisms and 17th century French words and expressions among pupils of French-Canadian descent in the Woonsocket high school, Rhode Island, with a view to determining whether or not this survival warrants remedial teaching. Master's, 1940. Maine. 56 p. ms.

Describes an experiment in which two questionnaires were administered to pupils of French-Canadian descent in the 26 homerooms of the school. Finds that most of the French-Canadian children are bilingual or multilingual. Concludes that the teaching of French should be supplemented by some form of remedial teaching, as the Old French and dialectal forms have survived among pupils of unmixed as well as of mixed parentage even in the third and fourth generation. Recommends the homogeneous grouping of Franco-American in French classes; that at least one period a week be set aside for discussion of Old French words, dialectal forms, neologisms and anglicisms.

962. Sipin, Laura. A comparative analysis of the phonetic systems of certain European languages. Master's, 1940. Iowa.

963. Stewart, Irvin F. The changing status of French in the secondary schools. Master's, 1940. Michigan.

964. Wittmann, Vera Elinor. The continuance of high school foreign language in college. Master's, 1939. Stanford.

MATHEMATICS

965. Baisden, Vida Mae. Syllabus for junior and senior high school mathematics. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 17-18.)

Describes a syllabus designed for use in the secondary schools of Lubbock, Tex., in order to bring about greater coordination within and between mathematics teaching of the junior and senior high schools.

966. Bedford, Fred L. Plans for a mathematics extension service at the Paterson State teachers college. Doctor's, 1940. T. C., Col. Univ.

*967. Berl, Ethel G. Normality: an historical and comparative analysis of the concept. Doctor's, 1940. New York. 194 p. ms.

Analyzes the concept of normality from the statistical point of view Finds that the normal differs from the abnormal in degree rather than in kind

*968. Boyd, Elizabeth. A diagnostic study of student's difficulties in general mathematics in first year college work. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia university, 1940. 152 p. (Contributions to education no. 798.)

Analyzes errors made in mathematics by evening-session freshman students at Hunter college; classifies their errors; and discusses the effect of remedial work.

969. Brouhard, Forrest E. Survey of the mathematical abilities of Iowa high school seniors. Master's, 1940. Iowa.

970. Brown, Claude Harold. The conflict between the theoretical and the practical in mathematics and mathematics teaching. Doctor's, 1940. Kansas, 305 p. ms.

971. Bugg, Mildred. Trends in junior high school mathematics. Master's, 1940. Ala. Poly. Inst. 139 p. ms.

972. Carter, Alfred Bernard. The construction and use of simple instruments in secondary school mathematics. Master's, 1939. Oregon St. 72 p. ms.

973. Cason, Florine Adams. Experiment with a shorter course for the computer. Master's, 1940. Texas.

974. Cassidy, Walter F. The commercial mathematics curriculum: a validation of some basic items. Doctor's, 1940. Fordham.

975. Charbonneau, Henry Fabienne. A handbook of tables for the junior high school. Master's, 1940. Iowa.

976. Cline, Russell Walter. Constructing and evaluating practice exercises in mathematics for students of vocational agriculture in Arizona. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 57-61.)

Describes the construction and evaluation with a group of 182 students of vocational agriculture in eight high schools of Arizona, of practice exercises for solving problems pertaining to the agriculture of Arizona. Shows that teachers of mathematics in agricultural areas should make more use of practical farm situations in their courses; that they should give more attention to evaluating and developing the abilities of their students to perform the mathematical operations involved in the agriculture of the region; that teachers and students of agriculture should use practice exercises to supplement the regular course content in agriculture for all-day and part-time students, as an aid to problem solving and self-directed learning outside of school time, as a source of situations for construction of a series of tests to be used in evaluating student attainment at various levels, and as a guide in locating and formulating mathematical problems of crucial significance in the agriculture of the community and region.

977. Cone, Bonnie Ethel. An experimental analysis of measures of kurtosis. Master's, 1940. Duke. 140 p. ms.

Analyzes textbook and magazine discussions of the concept of kurtosis.

978. Demars, Theodore E. A study of general mathematics in Salt Lake City. Master's, 1939. Utah. 115 p. ms.

979. De Polo, Theodore Michael. A unified course in advanced high school mathematics. Master's, 1940. Coll. of the Pacific. 211 p. ms.

980. Doxey, W. L. A comparative study of the achievements in high school and freshman college mathematics of freshman students enrolled at the Louisiana

State normal college during the session of 1933-39 Master's, 1939. Louisiana State (Abstract in: Louisiana State university Bulletin, vol. 32 N. S. : 128-29.)

Compares the several courses in high-school and freshman mathematics, the general achievement in high-school mathematics and the several courses in freshman college mathematics, and the number of units taken in high-school mathematics and the achievement in freshman-college mathematics. Shows a consistent positive relationship between achievement in high school and in college from a standpoint of specific achievement in mathematics courses and in general academic achievement.

981. Flynn, William James. The formation of a mathematics club. Master's, 1940. Boston Coll.

982. Foglesong, William Donald. A collection of opinions of life insurance company representatives concerning the curriculum Master's, 1939 Ohio Univ. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 23-24.)

Finds that life insurance company representatives feel that the schools should teach something about life insurance.

983. Franklin, Doris Loraine. The status of mathematics and of mathematics teachers in Seventh-day Adventists secondary schools for the year 1939-40. Murrer's, 1940. Nebraska. 156 p. ms.

Describes the offerings and enrollments in mathematics; the preparation of the mathematics teachers; and the attitudes of principals and teachers toward requirements in mathematics in the Seventh-day Adventist secondary schools in the United States

984. Gager, William Atkins. Terminal business mathematics in the junior college. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 118 p. (Contribution to education, no. 282.)

Concludes that approximately two-thirds of all junior college offerings are preparatory for more advanced courses in the university; that approximately two-thirds of all students entering junior college terminate their formal education in this institution; and that the predominant courses in mathematics in junior colleges are the same now as they were in the past.

985. Harms, Elmer Fred. The use and teaching of the metric system in the United States. Master's, 1940. Iowa.

*986. Helliwell, Charles Harold. A study of the mathematical ability of advanced graduate students. Doctor's, 1940. New York. 246 p. ms.

Describes an experiment in which tests designed to measure computing ability, mathematical reasoning ability, ability to reason along other lines, command of language, and general intelligence were administered to 1,058 students of the graduate department of the school of education of New York University. Finds a need for well-defined objectives within a flexible mathematics curriculum, and for a type of teaching in which underlying principles are stressed.

987. Hildebrand, James Leslie. The relation of certain factors to success in college mathematics. Master's, 1940. North Texas St. T. C.

*988. Howard, Homer. Mathematics teachers' views concerning certain issues in the teaching of mathematics. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia university, 1941. 134 p.

Tries to determine the issues of primary concern to mathematics teachers, and their attitudes toward these issues; whether the issues are related so that teacher's views on one issue might be taken to indicate the position toward the others; the general contrasting positions to which mathematics teachers are apt to subscribe, and the development of means to show teachers' points of view.

989. Jackson, Pauline. The nature and possible advantage of a high school course of study in banking. Master's, 1940. Iowa.

990. Juhl, Ellis A. Information for junior high school pupils relative to mathematical needs in various vocations. Master's, 1940. Iowa.

*991. Littel, C. L. An analysis of the work of accountants as a basis for a collegiate program in accountancy. Doctor's, 1934. New York. 208 p. ms.

992 Lyford, John Harold. The significance of school differences in correlation studies. Master's, 1940. Iowa.

993 McClelland, Jean E. Survey of trends of mathematics teaching in junior high schools of Pennsylvania. Master's, 1940. Cornell. 78 p. ms.

Surveys a random sampling of 25,492 pupils in mathematics in 63 junior high schools. Concludes that smaller schools tend to use the general mathematics course more than the larger schools; and that only half of these schools have reorganized their mathematics course.

*994. McClimans, J. Wilmet. Functional units of instruction in senior mathematics. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 6 p. (Abstract of Contribution to education, no. 275)

Applies 7 criteria to 41 mathematics units, and finds that 20 units met the requirements of these criteria.

995. Mendenhall, Charles Birkenshaw. Mathematics in general education. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no 32: 47-55.)

Attempts to show how mathematics may be defined, what objectives may be set up, what materials may be used, and procedures followed in order to enrich the experiences of normal boys and girls and to help meet their needs as participating members of a developing democratic society.

996. Moorhead, Elizabeth. A survey of the business and social uses of mathematics. Master's, 1940. Michigan.

997. Morgan, W. Spencer. To ascertain the statistical knowledge necessary to read, fairly well, professional literature of psychology and education, and to construct a test to measure the adequacy of student knowledge of statistics. Master's, 1939. Utah. 87 p. ms.

998. Nickle, George Herman. A compilation of evidence from previous studies concerning mathematical abilities most often used by students entering certain specific studies. Master's, 1940. Iowa.

999. Norris, Nilan Elmer. Some contributions to the theory of statistical averages. Doctor's, 1940. Stanford. (Abstract in: Stanford University. Abstracts of dissertations . . . : 129-30.)

1000. Parker, Richard J. A survey of the social and business uses of mathematics. Master's, 1940. Michigan.

1001. Ritland, Herbert Laurence. A survey of the mathematical abilities of Iowa high school seniors. Part 1. Master's, 1940. Iowa.

*1002. Romig, Harry Gutelius. Allowable average in sampling inspection. Doctor's, 1939. Columbia. 1939. 58 p.

1003. Schmitz, Richard B. The steel square and its practical use. Master's, 1940. Alabama. 60 p. ms.

1004. Seymour, Cora Abbie. Trends in general mathematics in secondary schools, 1930-1940. Master's, 1940. Texas.

1005. Shaw, Ruth. Historical materials and their uses in the teaching of secondary mathematics. Master's, 1940. Ohio State. 190 p. ms.

Selects a wide range of historical materials to be used in teaching secondary school mathematics, and offers suggestions for definite ways of utilizing this material in providing pupil experiences.

1006. Showalter, Lehn H. Figuring machine instruction in the public high schools of Oklahoma City. Master's, 1940. Okla. A. & M. Coll.

Formulates a course of study in figuring machine operation in order to develop basic skills in the operation of machines found in business houses.

*1007. Shuster, Carl N. A study of the problems in teaching the slide rule. Doctor's, 1938. T. C. Col. Univ. New York, Teachers college, Columbia university, 1940. 103 p. (Contributions to education, no. 805.)

1008. Varnando, Gladys R. A further study of the predictive value of various criteria on achievement in freshman mathematics at Louisiana State university for the session 1938-39. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 197.)

Finds that the cooperative mathematics test for college students is the best single criterion for prediction of achievement in freshman mathematics; that the psychological, English placement, and reading tests compare favorably as bases for prediction; that a composite of all marks in high-school mathematics has a higher predictive value than any one course.

1009. Varnell, Patsy Lena. The economical and educational values of the banking system in the public schools of Dallas, Texas. Master's, 1940. North Texas St. T. C.

1010. Ward, Wesley Hobert. Relationship between pupil's intelligence and achievement in mathematics. Master's, 1940. Peabody. 33 p. ms.

Analyzes the records of 175 children from the sixth through the tenth grade.

1011. Whiffen, U. G. Vocational and applied mathematics for boys and girls. American school board journal. September 1940. (State college of Washington.)

*1012. Wolfe, Jack. An experimental study in remedial teaching in college freshman mathematics. Doctor's, 1940. New York. 496 p. ms.

Describes an experiment conducted with students needing remedial teaching in trigonometry to determine the efficiency of a direct program of remedial aid in the requisite topics.

ARITHMETIC

1013. Anderson, Edith G. An experiment in teaching a unit on percents to a group of dull normal pupils in the ninth grade. Master's, 1940. Michigan.

1014. Andrews, Meva. An experimental study of two types of teaching procedure in eighth grade arithmetic. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 121-22.)

Describes an experiment conducted over a period of four months in which two types of teaching procedure in eighth-grade arithmetic were compared. One group was taught by an enriched procedure and the other group was taught by a broad textbook procedure. Concludes that children taught by the enriched procedure make comparable progress with the group taught by the broad textbook procedure.

1015. Baughman, Bonna. A study of the growth of the arithmetic vocabulary of the seventh and eighth grades. Master's, 1940. Indiana. 190 p. ms.

1016. Brueckner, L. J. Readiness tests in arithmetic processes. Minneapolis, University of Minnesota, 1939.

Develops a series of readiness tests in arithmetic processes for grades 2 to 6, to aid in diagnosing difficulties likely to interfere with success in a process.

*1017. Buckley, Frederick Augustus. What need is there for a corrective arithmetic program for pupils in the four courses of a senior high school, and what progress is it possible to achieve through group instruction in a limited time? Master's, 1940. Boston Univ. 229 p. ms.

Describes an experiment conducted with pupils in grades 10, 11, and 12 of a high school in Massachusetts to determine the corrective arithmetic load by courses; and a special study conducted with 20 students of about the same need in corrective arithmetic in which a remedial training program was carried on from February to May. Shows the need for corrective work in arithmetic in the senior high school, and offers suggestions as to the proper procedure for doing this work.

1018. Carnine, Margaret E. Trends in primary arithmetic from 1920 to 1940 as indicated by representative textbooks, courses of study, and professional literature. Master's, 1940. Kan. St. T. C., Emporia. 102 p. ms.

1019. Carrington, Mary F. A discriminative study of long division in the arithmetic program. Master's, 1940. East Texas St. T. C. 54 p. ms. (Abstract in: East Texas State teachers college. (Graduate studies, 1940: 18-19)

Finds trends towards an experimental attitude as to the social usefulness of the process of division; a tendency to adjust difficult problems to the mental level of the pupils; a general belief that the process should be postponed to a later grade; to extend the period during which the process is presented and mastered; to shift the emphasis from speed to accuracy and understanding; to center the subject matter around everyday activities of the children; and to provide a remedial program to fit the needs of the individual.

1020. Dahle, Casper O. The verbal thought and overt behavior of children during their learning of long division. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Studies 16 subjects during the five stages of their learning of long division and again after a summer's vacation during which time no formal instruction or review was given

1021. Daniel, Claude L. The influence of Edward Lee Thorndike and other educational authorities on the subject matter and modern methods of teaching arithmetic. Master's, 1940. East Texas St. T. C. 159 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 19-20.)

Discusses the psychology of arithmetic; the social aspects of teaching it; importance and methods of drill; what modern arithmetic should be taught; modern methods of teaching the subject; and tests and measurements.

1022. Dudley, Margaret Selby. Mathematical thinking in the elementary school. Master's, 1940. Ohio State. 85 p. ms.

Concludes that mathematical thinking is developed through the experience learning of basic mathematical concepts; the formation and solution of problems; collection of data; measurement; relationships; proof; symbolism; and operations.

*1023. Earle, Ruth Thurston. A study in corrective arithmetic in grades 4, 6, and 8. Master's, 1940. Boston Univ. 236 p. ms.

Attempts to determine the need for corrective arithmetic in grades 4, 6, and 8 in the public schools of Newport, R. I. Finds a great need for corrective work in the fundamental processes of arithmetic beginning as early as the fourth grade and extending through the eighth; the pupils respond to corrective procedures; the amount of time necessary to devote to corrective procedures varies inversely with the age of the pupil; classes which deliberately take time for corrective procedures make greater gains in the arithmetic fundamentals than those not practising such procedures.

1024. Erbaugh, Robert E. The difficulty of arithmetic problems as conditioned by number of steps required and mental ages of pupils. Master's, 1940. Cincinnati. 94 p. ms.

Surveys the problem-solving abilities of 250 junior high-school pupils, to determine the relative difficulty of arithmetic problems requiring from one to four steps, in relation to the mental ages of pupils.

1025. Evans, John Edward. A study of the effects of unfamiliar words in problem solving. Master's, 1940. Iowa.

1026. Giddens, Richard, Jr. The inherent difficulties of the four fundamental number combinations. Master's, 1940. East Texas St. T. C. 108 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 31-32.)

Attempts to determine which of the fundamental number combinations in addition, subtraction, multiplication, and division are the most and the least difficult. Analyzes data secured from results of tests in the four fundamental operations in arithmetic administered to 2,376 pupils in the fourth, fifth, and sixth grades of the elementary public schools of Wichita Falls, Tex.

1027. Gill, Ross M. The effect of using graded verbal problems in arithmetic for one year in grades four and five. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 123-28)

Describes an experiment conducted to study the effect of using in grades 4 and 5 for one year problems which introduced gradually the elements of difficulty that previous research had shown do affect the success of children when solving problems. Uses as subjects 438 pupils of 16 classes in grades 4 and 5, and makes 24 comparisons between equated groups. Concludes that the experimental groups surpassed the control groups; and that the problems were of about equal value in grades 4 and 5

1028. Hanna, James Ray. A handbook of number systems. Master's, 1940. Kans. St. T. C., Emporia. 139 p. ms.

1029 Hays, A. B. An experimental study of formal versus functional method of teaching fourth grade arithmetic. Master's, 1940. West Texas St. T. C.

1030 Henry, Joseph S. A diagnostic and remedial study in arithmetic fundamentals with integers. Master's, 1940. Kansas. 98 p. ms

1031 Hill, Dorothy Britton. Community life as a source of arithmetic material for a sixth grade class. Master's, 1940. Ball St. T. C. 74 p. ms.

Describes an experiment conducted with 23 pupils in a sixth-grade arithmetic class to determine how the community could serve as a source of teaching materials. Concludes that arithmetic, as well as other subjects, can become more vital by using the community as a source of teaching materials.

1032. Horsman, Ralph D. A comparison of methods of teaching verbal problems in arithmetic in grades 5, 6, 7, and 8. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 163-68.)

Compares the conventional analysis method with the dependency method in teaching verbal problems in arithmetic in grades 5 to 8, inclusive, using as subjects four groups in each of the four grades. Concludes that the difference is not sufficiently large to conclude that either method is superior to the other.

1033. Jenson, Jantena E. Individualization of seventh and eighth grade arithmetic. Master's, 1940. Wisconsin.

1034. Jones, Ruth I. Problem solving ability as affected by drill in estimating answers. Master's, 1940. Iowa.

1035. Justice, James Carlos. An analysis of the disabilities of 188 seventh, eighth, and ninth grade pupils in arithmetic, reading and English. Master's, 1940. Wittenberg. 90 p. ms..

Attempts to determine and remedy the disabilities of 188 junior high-school pupils by a program of diagnostic testing and remedial treatment. Concludes that a large percentage of the pupils tested were below the standard norms as set by the tests; and that a lack of preparation in the tool subjects contributed to their general deficiency in school subjects.

1036. Keefe, Agnes F. The effect of summer vacation on ability to do arithmetic and the after vacation "pick-up." Master's, 1940. N. Y. St. Coll. for Teach.

1037. King, Daisy. Learning the 100 addition and subtraction facts. Master's, 1940. Baylor.

*1038. Kite, Myra Beatrice. Corrective load in fundamentals of arithmetic for university students. Master's, 1940. Boston Univ. 125 p. ms.

Describes an experiment conducted with 1,297 students in the third and fourth year of college or in university classes. Finds that 853 of the students needed corrective work in the fundamental processes involving whole numbers in arithmetic.

1039. Koenig, James Daniel. A comprehensive study of arithmetic fundamentals. Master's, 1940. Texas.

1040. Leiner, Howard. The effect of praise, reproof and indifference upon classroom performance. Master's, 1940. Western Reserve. 36 p ms

Studies the effect of complimentary, reproving, and indifferent comments written on the papers of junior high-school students on their achievement in arithmetic and word association on the reactions of these students to the comments

1041. McFadden, Norton Stephen. Reorganization of mathematics, grades 1 to 8. Master's, 1940. Boston Coll.

1042. McIsaac, John S. The effect of process sequence on the interpretation of three step problems in arithmetic Doctor's, 1940. Pittsburgh (Abstract *m*: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 220-28.)

Describes an experiment in which tests were administered to pupils in grades 6, 7, and 8 in school systems in western Pennsylvania. Concludes that the sequence of processes is a definite factor in the interpretation of 3-step problems in arithmetic; that ability to interpret 3-step problems increases with progress through the grades of school; and that pupils who rank high in arithmetical ability make fewer errors in the interpretation of 3-step problems than do those who rank low

1043. McMichael, Mildred Snyder. Extending number concepts. an experiment in sixth grade arithmetic during a school year Master's, 1940 Michigan.

1044. Maloney, Mildred W. An experiment: the giving of vocational information through a course in commercial arithmetic. Master's, 1940. Wittenberg 90 p. ms.

Describes an experiment conducted to discover a modification of teaching commercial arithmetic to help pupils appreciate that their classroom work is associated with their post-school work. Finds that the group studying occupations in addition to the work outlined in the course of study made more progress during the experiment and showed improvement in general scholarship; that each pupil was encouraged to consider his future intelligently by taking invoice of himself and by studying the occupation for which he thought he was best fitted. Shows that these pupils cultivated habits of scientific research, thus obtaining valuable information and intelligent interpretation of their contribution to society.

1045. Mathias, Theodore A. A comparative study of the results of a planned program and an incidental program of instruction pertaining to the improvement in arithmetical ability of two ninth grade algebra classes. Master's, 1940. Temple. 69 p. ms.

1046. Miller, Zola Catherine. To develop and to evaluate a mathematics curriculum for the mentally retarded on the junior high school level. Master's, 1940. North Texas St. T. C.

*1047. Moon, Robert Cary. Certain factors influencing relative difficulty of grouped fundamental arithmetic combinations. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 7 p. (Abstract of Contribution to education, no. 263.)

Investigates the groups of combinations that are most difficult; the influence of sex on responses to the simple fundamental combinations; the influence of school grades on responses to the simple fundamental combinations; the influence of chronological age within each grade on responses to the simple fundamental combinations; and the influence of form on responses to the simple fundamental combinations.

1048. Norris, Dorothy. A study of the achievement in the fundamental processes of arithmetic in grades 4B-6A in 15 elementary major work high IQ classes in Cleveland. Master's, 1940. Western Reserve. 51 p. ms.

Finds that from 19.8 to 36.8 percent of these high IQ pupils are below grade in the fundamentals of arithmetic, showing the need for a remedial program for these children.

1049. Oberbeck, Thomas Edmond. Algebraic proofs for certain arithmetical paraphrases. Master's, 1940. Nebraska.

1050. Pate, W. C. A plan for individual instruction in arithmetic for beginning students at Fort Worth technical high school. Master's, 1939. Colo. St. Coll. 143 p. ms.

*1051. Peebles, James Fernald. Corrective load in the fundamentals of arithmetic in grades 6, 7 and 8 in a superintendency union. Master's, 1940. Boston Univ. 85 p. ms.

Attempts to determine the degree of mastery of the four fundamental processes in arithmetic by the children in the sixth, seventh, and eighth grades of the towns included in superintendency union No. 14. Concludes that the fundamental number processes have not been mastered by the pupils in these schools.

1052. Reichert, Edwin Clark. The development of decimal abilities. Doctor's, 1940. Minnesota.

*1053. Ringer, Alberta Rae. A two year diagnostic and corrective study in the four fundamentals of arithmetic with a group of children through grades 7 and 8. Master's, 1940. Boston Univ. 108 p. ms.

Describes an experiment in which the 6 Wilson tests were given to 27 pupils in the seventh grade in a Massachusetts town in February 1938. Describes the corrective work given to these children in the seventh grade, the tests administered at the end of the year, and the tests administered to the same children on entry into the eighth grade, the corrective work given them in the eighth grade, and the tests administered at the end of the eighth grade. Shows marked improvement in the work of all of the children.

*1054. Rockwood, Lois. Can below average sixth grade pupils be made proficient in addition and multiplication, and at what expenditure of time and effort? Master's, 1940. Boston Univ. 126 p. ms.

Studies the results of a corrective program carried on with 12 sixth-grade pupils with IQs around 100 and under. Concludes that perfect mastery of addition and multiplication facts does not require a high IQ as some pupils with IQs lower than 90 secured perfect mastery in addition and multiplication.

1055. Scism, Ormonde F. Comparative results of formal and informal teaching of arithmetic in primary grades. Master's, 1940. N. Y. St. Coll. for Teach.

1056. Shelton, Parkhill. An analytical study of arithmetic in the Coleman schools. Master's, 1940. East Texas St. T. C. 129 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 53-54.)

Attempts to determine whether or not students entering the high school at Coleman, Tex., are deficient in arithmetic, and if so, to determine what part of the deficiency is removed by the high-school course of study. Finds a definite deficiency in arithmetic in the seventh and ninth grades; improvement by all classes in the high school; and transfer students one grade lower in arithmetical ability than the regular students. Suggests that the remedial program emphasize life situations rather than isolated facts of arithmetic as such.

†1057. Smith, Henry Lester and Eaton, Merrill T. The teaching of arithmetic to low-ability students in the elementary schools. Bloomington, Indiana university, 1940. 130 p. (Bulletin of the School of education, Indiana university. vol. 16, no. 6.)

Defines the low-ability student. Discusses a comprehensive, intelligent, and scientific testing program; homogeneous grouping; provision for individual differences by flexibility of method; general methods; and methods of teaching mathematics.

1058. Smith, Owen Delevan. Secondary mathematics influence on arithmetic ability and the latter's correlation with science achievement. Master's, 1939. Stanford.

1059. Sowle, Wesley Atwood. The integration of materials of instruction and testing of outcomes in business arithmetic. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 312-16.)

Analyzes the principal textbooks in use in the field; analyzes available tests. Constructs and administers tests of outcomes in business arithmetic, and compares the results of the

tests with the marks earned by the pupils in arithmetic and other school subjects. Recommends that drill in the fundamental operations with whole numbers, decimals, and fractions be continued through the ninth grade; that writers of new textbooks in business arithmetic pay more attention to the mean emphasis of existing textbooks to avoid such inconsistencies of emphasis as now exist; that terminology in the field of business arithmetic be more carefully agreed upon; that tests in this field be constructed as unit tests

1060. Steele, Donald C. Teaching and testing the understanding of common fractions. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 317-28.)

Attempts to prepare a detailed teaching procedure, planned to improve the pupil's understanding of common fractions, and to design tests of the understanding of fractions and the processes involved. Describes an experiment conducted in six elementary schools in one district of Pittsburgh during the school year 1938-39. Concludes that the teaching procedure used in this experiment constitutes a contribution to teaching methods, and that the results of the tests proved that the methods used have assisted the pupils in understanding fractions.

1061. Tamplin, Clarence Dave. Effect of frequent short objective tests upon achievement in junior high school arithmetic, social science vocabulary, science vocabulary, and language. Master's, 1940. Kentucky. 97 p. ms.

Describes an experiment in which experimental and control groups in language, science vocabulary, and arithmetic in grades 7, 8, and 9 were selected without regard to factors other than subject grade, and a pre-test, which was not discussed in class, administered to the control groups during the study period, and between 10 and 15 short tests administered to the experimental groups. Finds no significant differences in achievement between the experimental and control groups; and only slight changes in favor of frequent testing in all subjects except language.

*1062. Thompson, Ronald B. The administration of a program of diagnosis and remedial instruction in arithmetic, reading, and language usage in the secondary school. Doctor's, 1939. Nebraska. Lincoln, 1940. 80 p.

Describes a 2-year experiment conducted with 938 students in 24 schools in Nebraska. Finds that the pupils who took remedial work gained more than the control groups in these subjects. Describes the method used in administering remedial instruction.

1063. Webber, Hallie Ruth. A remedial program in the four fundamental operations in decimal fractions. Master's, 1940. Fort Hays Kans. St. Coll. 99 p. ms.

1064. Willey, Roy De Verl. A study of the use of arithmetic in the elementary schools of Santa Clara county, California. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 35-39.)

Analyzes data recorded by 77 teachers in 17 schools, on 53,044 pupils in the kindergarten and grades 1 to 6. Finds that not only are various arithmetical processes used more in some grades than in others, but that all processes are used in all grades.

1065. Wilson, Edith Florence. Trends in the teaching of elementary arithmetic, 1935-1940. Master's, 1940. Ohio Univ. 51 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 58.)

Finds a trend from isolation to orientation; from a rigid structure to a flexible structure; from emphasis on speed in manipulation to emphasis on quantitative thinking; and from emphasis on group needs to emphasis on individual needs.

ALGEBRA AND GEOMETRY

1066. Armstrong, Herbert Eustace. Investigations in the teaching of secondary algebra. Master's, 1940. Maryland.

*1067. Arnold, Bessie Thompson. A remedial program in high school algebra. Master's, 1934. Oregon State. 87 p. ms. (Oregon state college thesis series, no. 8.)

1068. Beasley, Sarah Louise. The use of historical material in teaching elementary geometry Master's, 1940 Peabody 156 p ms.

1069. Boone, Joseph Drebern. Failures in first year algebra in Henderson, Jacksonville, and Palestine high schools. Master's, 1940 Texas.

1070. Buster, James S. The evaluation of verbal problems for first year algebra Master's, 1940 Iowa.

1071. Callender, Ruth Ethel. The effect of the improvement of reading comprehension upon achievement in plane geometry. Master's, 1940. Nebraska. 65 p. ms.

1072 Clapper, Paul E. A study of the present state of secondary school mathematics and the preparation of the mathematics teacher in the Lucas and Wood county school systems. Master's, 1939. Bowling Green. 76 p. ms. (Abstract in: Bowling Green State university Abstracts of masters' theses, 1935-1940: 22-23.)

Shows that algebra and geometry are still popular in the high schools of these counties; that general and practical mathematics are not taught to a great extent; and that the average semester hours of college mathematics taken by the mathematics teachers is low.

1073. Cronbach, Lee Joseph. Individual differences in learning to reproduce plane figures. Doctor's, 1940. Chicago.

1074. Crothers, Clarence E. Analysis of thought processes in the solution of original problems in plane geometry Master's, 1940. Michigan.

1075 Davis, William H. On certain problems of modern geometry. Master's, 1940. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 40, no. 10: 73.)

Studies problems of modern geometry analytically by means of trilinear coordinates.

1076. Duke, Charles Leslie. Failure in high school mathematics in common school districts of Gregg county, Texas, for the fall semester of 1939-40. Master's, 1940. Texas.

1077. Engstrom, Evelyn. Humanizing high school mathematics. Master's, 1940. Cincinnati. 129 p. ms.

1078. Ewart, John L. A study of the vocabulary of technical terms in ninth grade algebra. Master's, 1940. Iowa.

*1079. Fehr, Howard F. A study of the number concept of secondary school mathematics. Doctor's, 1940. T. C., Col. Univ. Ann Arbor, Edwards Brothers, 1940. 203 p.

Reveals a rather complete absence in secondary school mathematics of a definite number concept that could be used as a basis of algebraic theory. Provides a complete historical picture of the development of the various number systems of high school mathematics.

1080. Finch, Mrs. H. L. Grade placement of geometric facts. Master's, 1940. West Texas St. T. C.

1081. Flipper, Joseph Simeon. A course in beginning algebra designed to give training in reflective thinking. Master's, 1940. Kansas. 80 p. ms.

1082. Gadske, Richard Edward. Demonstrative geometry as a means for improving critical thinking. Doctor's, 1940. Northwestern.

1083. Glass, Roy Lawton. The technique of assigning daily work in plane geometry. Master's, 1940. Peabody. 35 p. ms.

Attempts to determine whether a class in plane geometry would achieve more by turning in daily work or by keeping daily work in a notebook and turning it in at the end of each 6-week period. Finds slight indications favoring the daily paper method.

1084. Hammer, Clarence A. Carry-over value of algebra. Master's, 1940. South Dakota. 36 p. ms.

1085. Hardy, W. M., Jr. A study of achievement in algebra and in reading before, during, and after a remedial program in reading is administered to eighth grade students. Master's, 1940. Georgia. 50 p. ms

Studies the effect of a remedial reading program on reading and algebra achievement. Finds no evidence that improved reading resulted in greater achievement in algebra.

1086. Hughes, Robert T. A study of pupil difficulties in plane geometry. Master's, 1940. Temple. 82 p. ms.

1087. Jones, Arnold P. Possibilities of prediction as to the step in a geometry proof where an error is likely to occur. Master's, 1940. Iowa.

*1088. Kellar, Wylma R. The relative contribution of certain factors to individual differences in algebraic problem solving ability. Doctor's, 1940. Catholic Univ. Washington, Catholic University of America Press, 1939. 14 p. (Reprinted from the September 1939 issue of the Journal of Experimental Education.)

Describes an experiment in which a battery of tests was administered to 284 pupils who had completed one year of high-school algebra. Concludes that algebraic problem solving ability is dependent upon a number of integrated abilities.

1089. Keller, Verna Elizabeth. A reorganized course of study in algebra for the ninth grade at Central junior high school, Newark, Ohio. Master's, 1940. Ohio State. 104 p. ms.

1090. Knox, Beulah. A comparison of the group and the individual techniques of teaching algebra. Master's, 1940. North Texas St. T. C.

1091. Ludlow, Earl Dean. Relation between student accomplishment in secondary mathematics and vocational occupation of parent. Master's, 1940. Kans. St. T. C., Pittsburg. 28 p. ms.

Analyzes the records of 3,244 students graduating from the senior high school of Pittsburg, Kans., to determine the relationship between student accomplishment in mathematics and the vocational occupation of parents. Shows that students from the professional class, from the business and skilled labor class, and from the unskilled labor class receive average marks that differ significantly in the order given.

1092. McDonald, Donald A. An investigation to determine what algebraic words and terms should be included in a glossary for a high school algebra. Master's, 1940. Michigan.

1093. Mallory, V. and Fehr, H. Senior mathematics in the high school. Chicago, Sanborn & Company, 1940. 430 p. (New Jersey State teachers college, Upper Montclair)

Concludes that students can learn calculus, analytic geometry, and college algebra in their senior year if the subjects are properly presented.

1094. Miller, C. Sherwood. A theory of definition and meaning applied to the study and teaching of plane geometry. Master's, 1940. Buffalo.

1095. Miracle, Ethel Margaret. A study of comparative merits in aptitude and intelligence for prognosis in algebra. Master's, 1940. Kentucky. 36 p. ms.

Analyzes data obtained by administering tests to 119 high-school pupils. Finds a higher correlation between aptitude and achievement for the first semester, and a higher correlation between intelligence and achievement for the second semester.

1096. Radabaugh, Loren R. Study habits in plane geometry of the students in central and state high schools of Kalamazoo, Michigan. Master's, 1940. Michigan.

1097. Robnett, Naomi Lee. Effects of courses in general mathematics as offered by Lubbock high school. Master's, 1940. Texas Tech. Coll. 36 p. ms.

Concludes that high school students who had studied general mathematics showed ability about equal to that of students who had studied regular courses of algebra and geometry.

1098. Sammartino, Joseph Alfred. Steps in doing geometric originals. Master's, 1940. Boston Coll.

1099. Shanks, Eugene Baylis. An analytical study of the basic definitions for an algebra and certain algebras constructed therefrom. Master's, 1940. Vanderbilt. (Abstract *in*: Bulletin of Vanderbilt university, vol. 40, no. 10: 74.)

Attempts to determine suitable definitions of equality between elements of an algebra; and to determine the rules of combination which the elements obey.

*1100. Smith, Rolland R. Three major difficulties in the learning of demonstrative geometry. Doctor's, 1940. T. C., Col. Univ. Menasha, Wis., George Banta Publishing Company, 1940. 65 p.

Describes an experiment conducted with all the pupils taking the first course in demonstrative geometry during the fall of 1932 in classical high school. Springfield, Mass. Investigates their learning difficulties over a period of 50 consecutive teaching days. Describes the methods devised to help pupils with their difficulties in three types of errors.

1101. Stevens, Gladys I. Trends in the function concept in elementary algebra from 1839 to 1939 with special emphasis on the graph and formula. Master's, 1940. Michigan.

1102. Taylor, Leon. An experimental investigation of two methods of teaching plane geometry. Master's, 1940. East Texas St. T. O. 108 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 58-59.)

Describes an experiment conducted with 52 students of plane geometry in the Palestine, Tex., high school to determine if the supervised-study method decreased the percentage of failures, met individual differences among students, overcame the disadvantages of mass instruction, resulted in greater pupil achievement, realized the advantages of group instruction, and increased the student's leisure time. Concludes that the supervised-study method decreased the percentage of failures; overcame the disadvantages of mass instruction; retained the strengths of group instruction under the supervised plan; that individual differences were better met through supervised study; and students had more leisure time than was possible under the textbook method.

1103. Tompkins, Clifton. The history of intermediate algebra in New York State high schools. Master's, 1940. N. Y. St. Coll. for Teach.

1104. Ulberg, Ingval M. Motivation of plane geometry. Master's, 1940. Washington. 105 p. ms.

Presents several devices for assisting teachers in motivating plane geometry.

1105. Wisland, Selma Bertha. Diagnostic testing and remedial teaching in plane geometry. Master's, 1940. Nebraska.

SCIENCE

GENERAL SCIENCE

1106. Adams, Harper E. A comparison of three methods of teaching general science in high school. Master's, 1940. Temple. 71 p. ms.

*1107. Agnew, Letha Alice. The kinds and processes of mathematics a child needs to know in order to succeed in an eighth grade general science course. Master's, 1940. Texas Coll. of Arts and Inds. 60 p. ms.

Analyzes five eighth-grade general-science textbooks to determine the nature and amount of each kind and process of mathematics involved. Indicates that the mastery of few mathematical concepts is prerequisite to the course in eighth-grade general science; and that the State course of study for mathematics has made ample provisions for the course of general science in the eighth grade.

1108. Allen, Denzil Orren. A proposed curriculum in science for the elementary schools of the Athens county school system. Master's, 1939. Ohio Univ. 224 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1939:1.)

Gives a brief résumé of the history of nature study and science in the elementary schools of the United States; a statement of the criteria for selection of subject matter; a brief study of experiments on children's interests in sciences; and a proposed curriculum in science for the elementary schools of the Athens County, Ohio, school system.

1109. Andrews, Ruth Colvin. Adequacy of science courses in meeting objectives of homemaking courses. Master's, 1940. Colo. St. Coll. 64 p. ms.

Finds that out of 48 related science units, only two were taught exclusively in homemaking courses, and the other units were taught in from four to six other courses in some schools.

*1110. Beauchamp, Robert Owen. Relation of science achievement to certain academic and social factors. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 11 p. (Abstract of Contribution to education, no. 269.)

Analyzes the relationship between achievement in science of 6 558 eighth-grade pupils in 30 states and chronological age, MA, IQ, reading comprehension, English usage, achievement in history, problem solving in arithmetic, fundamental skills in arithmetic, sex, personal inventory scores, personality trait ratings, extracurricular activities, and hobbies. Finds a negative relationship between chronological age and achievement in science; a positive relationship between IQ and science achievement, and between ability in English and science achievement; a positive relationship between achievement in history and mathematics and achievement in science; that boys tend to make better marks in science than girls; a negative relationship between scores on the personal inventory test and achievement in science; a positive relationship between science achievement and participation in extracurricular activities and hobbies.

1111. Beery, Ralph D. Methods and materials for the development of leisure time activities in ninth grade science. Master's, 1940. Ohio State. 92 p. ms.

1112. Berkenbosch, William. Conservation of natural resources in secondary schools. Master's, 1940. Ariz. St. T. C., Tempe. 135 p. ms.

1113. Billson, Ruth. A study of available excursions in Camden, New Jersey, for the teaching of general science. Master's, 1939. Temple. 63 p. ms.

1114. Campbell, Marjorie Haines. An appraisal of a study of soil and its conservation in an elementary city school. Master's, 1940. Maryland.

1115. Clements, Louie Allen. Comparison of socialized senior science with texts in biology, chemistry, and physics. Master's, 1940. Alabama. 84 p. ms.

1116. Copeland, Robert Haskell. An experimental course in elementary science for the intermediate grades. Master's, 1940. North Texas St. T. C.

1117. Fox, Virgil. Building a source unit in general science. Master's, 1940. Drake. 58 p. ms.

*1118. Glackin, Joseph Edward. Department of science instruction of the National education association, 1895-1939. Master's, 1940. George Washington. 71 p. ms.

Attempts to show the evolution of the department and to discover the topics on which most emphasis has been placed. Shows that since 1895 the sciences have been developed largely as high-school subjects, although in 1939 many elementary courses of study included such scientific subjects as health, animal life, and trees.

1119. Graham, Charles C. The teaching of general science. Doctor's, 1940. Kentucky.

1120. Grooms, Gordon A. Unit contracts and tests for ninth grade students in the field of general science. Master's, 1940. Tennessee. 240 p. ms.

Describes the use of a contract method in an attempt to individualize instruction in general science, with contracts made on three levels of difficulty in order to take care of

individual differences among the students. Concludes that students developed more initiative toward independent work, that individualized instruction helped to solve the difficulties of many students; that the brightest students showed the greatest improvement; that slow students did more work under this system than they had done in other classes; and that students participated more and showed a greater interest in their work as the year progressed.

1121. Hartnett, Sister M. Amatus. An investigation of the judgment on religious values in science. Master's, 1940. Catholic Univ. 60 p. ms.

Concludes that there can be no real conflict between religious faith and the findings of science.

*1122. Heupel, Sister Maria Amadeo. A study of achievement and content in the bacteriology course for nurses. Master's, 1939. Catholic Univ. Washington, D. C., Catholic university of America, 1939. 49 p. (Studies in nursing education.)

Devises an achievement test in bacteriology suitable to first-year students in schools of nursing, and evaluates it.

1123. Hofwolt, Clifford. A determination of the educational need for a science curriculum in the Big Bend junior high school. Master's, 1940. Colo. St. Coll. of Ed.

1124. Irwin, Clarence E. Developing a teaching unit in practical science. Master's, 1940. Drake. 48 p. ms.

1125. Jones, Claren Corwin. Suggested activities in ninth grade science to meet the needs of the pupils. Master's, 1940. Ohio State. 143 p. ms.

1126. Kirkland, Arthur William. Development of interest in ninth grade general science. Master's, 1940. Ohio Univ. 99 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 29.)

Interprets the results of the use of the demonstration, lecture, laboratory, and lecture demonstration combined with visual aids methods of teaching general science. Concludes that interests are developed more effectively when the stimulus is presented so as to appeal to more than one sense, which justifies the collaboration of visual aids with every method used.

1127. Klegman, Milton Aaron. An analysis of workbooks in general science. Master's, 1940. Washington. 54 p. ms.

Finds a close relationship between the major topics in the workbooks and the curriculum, textbooks and teacher practices in Washington.

*1128. Kohl, Reverend Walter J. The science curriculum in the seminary. Doctor's, 1934. St. Bonaventure. St. Bonaventure, N. Y., St. Bonaventure college, 1934. 74 p.

1129. Lindstrom, Herbert Martin. Understanding of science words by fourth, fifth and sixth grade pupils as indicated by a word identification test. Master's, 1940. Iowa.

1130. Lutish, Loren R. A case study of reading comprehension difficulties in science materials. Master's, 1940. Iowa.

1131. McGinnes, W. W. A study of photography in high schools in cities of 100,000 or over. Master's, 1940. Duke. 81 p. ms.

Presents an analysis of objectives, teaching equipment, and phases of the subject covered in science courses, special photography courses, and clubs devoted to photography in 172 high schools in 81 cities.

1132. McKneely, Grace T. Science interests and hobbies of pupils as a basis for motivating general science. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 142.)

Analyses the science interests and hobbies of children in grades 6, 8, 10, and 11 of the public schools of Hammond, La. Concludes that boys are interested primarily in constructive science, and girls are interested in homemaking science.

*1133. MacNulty, Raymond H. A course of study: physical science and the home. Master's, 1940. Boston Univ. 200 p. ms.

1134. Marcom, Preston Jones. Economical aids and devices for visualizing the science curriculum. Master's, 1940. Texas Tech. Coll. 88 p. ms.

Finds that there are numerous readily accessible visual aids, the most outstanding of which is photography. Recommends a small start with a camera and a class in photography to prove the worth of visual aids and thus to extend the program.

1135. Martin, Earl F. A course in general science for the W. H. Kirk junior high school. Master's, 1940. Western Reserve. 139 p. ms.

1136. Mattfeld, Arnold T. The arrangement and equipment of classrooms for integrated science. Master's, 1940. Iowa.

1137. Moody, Cleo D. A program of elementary science for the first grade. Master's, 1940. East Texas St. T. C. 147 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 44-45.)

Concludes that teachers need to be prepared to teach elementary science; that better elementary science textbooks are needed; that simple, inexpensive equipment should be provided; that more and better visual aids should be furnished the teacher; and that more information is needed about the personal and social needs, interests, and problems of children.

1138. Olson, Myron S. Teacher activity in directing the study of science. Master's, 1940. Iowa.

1139. Podendorf, Illa E. Elementary science course of study for intermediate grades. Master's, 1940. Iowa.

1140. Redford, Alta Lindsay. Analysis of health material in general science. Master's, 1940. Peabody. 50 p. ms.

Analyzes 25 general-science textbooks published between 1925 and 1939. Finds that general science covers a wide range of health material.

1141. Rogers, John William. The personal-social needs of junior and senior high school pupils which science helps to meet. Master's, 1940. Iowa.

1142. Schaeffer, Sister Mary Magdela. Grade placement and religion correlation of elementary science in the primary grades. Master's, 1940. Catholic Univ. 68 p. ms.

Evaluates 50 representative courses of study in elementary science, and analyzes 10 series of the most widely used children's references in this field; and surveys 12 archdiocesan and diocesan courses of study in religion, in an attempt to discover adequate grade placement of elementary science topics in the primary grades of a Roman Catholic school curriculum.

*1143. Sisson, Jerome Crane. A study of the abilities, interest, and needs of sixth grade pupils as an aid to the selection of functional subject matter for a seventh grade course in general science. Master's, 1940. Boston Univ. 138 p. ms.

Describes an experiment conducted with two sixth-grade classes in a suburban town of about 12,000 population, divided into a residential section and a factory section.

1144. Smith, Teachnor W. Enrichment of science instruction in high schools through use of the Smithsonian reports. Master's, 1940. Cincinnati. 129 p. ms.

Finds these reports useful for schools having a small library fund. Recommends their use for illustrative and supplementary purposes.

1145. Stone, C. W. Principles of teaching conservation. Pullman, State college of Washington, 1940.

1146. Stone, Leon E. A recommended method for the teaching of science in grade eight of the Otsego public schools. Master's, 1940. Michigan.

1147. Ter Keurst, Arthur John and Bugbee, Robert H. The knowledge of the scientific method among college students. Manhattan, Kansas academy of science, 1939. 8 p. (College of Emporia.)

Finds that knowledge of the scientific method among college students is inadequate and superficial; that progressive increase in knowledge of the scientific method is found with advancement in college; that a significant correlation is found between knowledge of the scientific method and reading ability; that a high correlation is found between the knowledge of the scientific method and scores on college entrance examinations; that the science students do not have a superior knowledge of the scientific method in comparison with students of other departments.

1148. Thomas, James Luther. Units in ninth grade general science for the demonstration high school of the Florida agricultural and mechanical college. Master's, 1940. Ohio State. 72 p. ms.

*1149. Underhill, Orra E. The origins and development of elementary school science. Doctor's, 1939. T. C., Col. Univ. Chicago, Scott Foresman and Company, 1941. 347 p.

Gives the background of science programs from their first appearance as part of the general education of children in the elementary schools of the United States to the present in order to determine for what purposes science was introduced and how it influenced methods of selecting and organizing it; and to determine the way educational theory has influenced the selection, organization, and presentation of science materials. Finds some science in the earliest children's literature; that throughout each period there have been wide and comprehensive expressions of purpose; that instructional literature was an expression of the best educational theory of the time. Concludes that there may be in science itself and its methods of ascertaining tested truth, the criteria for defining the program and method of science teaching as part of a general education; and the variations in forms which appear from period to period may be thought of as the adaptations which enable it to survive change.

1150. Watson, Donald Read. Survey courses in physical science: their status, trends, and evaluation. Doctor's, 1940. Southern California.

Concludes that survey courses in physical science are a permanent part of the curriculum of high schools and colleges, are increasing in number, and are especially numerous in California high schools; that course objectives and practices agree with theories of general education; that much work is necessary in unification of objectives, development of materials, and perfection of evaluative devices.

1151. Wofford, Kate V. A study of community resources available for teaching science in five rural school districts. Buffalo, New York State teachers college, 1940.

Finds enough local material available in science to organize the curriculum materials for one school year.

1152. Wren, Glen Alvin. Science offerings of selected junior colleges. Master's, 1940. Nebraska.

*1153. Zim, Herbert S. Science interests and activities of adolescents. Doctor's, 1940. T. C., Col. Univ. New York, Ethical culture schools, 1940. 256 p.

Describes procedures used in collecting data on 3,000 pupils in five cooperating schools. Shows that adolescents exhibit definite preferences in their science interests and activities; that there are distinct differences in the preferences of boys and girls; that boys are five or six times as active in science as are girls; that adolescents make use of a wide range of sources of scientific information outside the classroom; that adolescents have strong emotional attitudes toward certain common science experiences. Indicates that adolescent interest and activity in science is frequently associated with personal problems, family, social, and economic complications. Offers suggestions for making courses in science more suitable and acceptable to adolescents.

1154. Zinkgraf, Philipp. Innovations and trend and curriculum help in teaching science. Master's, 1940. Wisconsin.

NATURE STUDY, BIOLOGY, AND ZOOLOGY

*1155. Bates, Ruth Anne. Living specimens for biology teaching in western Oregon high schools. Master's, 1936. Oregon St. Coll. 79 p. ms. (Oregon state college thesis series, no. 7.)

1156. Bergman, George J. The effectiveness of charts in the teaching of certain units of college biology. Master's, 1940. Coll. of the City of N. Y. 105 p. ms.

*1157. Bond, Austin DeMell. An experiment in the teaching of genetics with special reference to the objectives of general education. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 99 p. (Contributions to education, no. 797.)

Evaluates changes effected in certain college students during the presentation of a teaching unit with objectives consistent with those of general education. Indicates that changes in ways of thinking and in attitudes can be effected in students without lessening the amount of knowledge gained; that changes effected in concepts and in ways of thinking are accompanied by changes in specific attitudes, even though these attitudes are not taught directly.

*1158. Brechbill, Edith Long. A study of the microprojector as a teaching aid. Master's, 1940. Maryland. 55 p. ms.

1159. Cooledge, Clarissa I. Retention of elementary biology. Master's, 1940. Cornell. 48 p. ms.

Studies the results of identical examinations given at 1- and 2-year intervals to 94 high-school biology students, without intervening study of the subject.

1160. Darling, Robert W. A study of biology in the secondary schools in Massachusetts. Master's, 1940. St. T. C., North Adams. 65 p. ms.

1161. Elliott, Zola. A comparison of exotic and domestic species in American zoological gardens and their practical educational value. Master's, 1940. North Texas St. T. C.

1162. Eversole, Clifford W. Some materials and procedures for biology projects. Master's, 1940. Ohio State. 279 p. ms.

Describes the preparation of guide sheets for pupil projects in high-school biology.

1163. Farnum, Don E. A comparison of the success in tenth grade natural science of 53 Boy Scouts and 53 non-Scouts as related to their success in eighth grade natural science. Master's, 1940. Michigan.

*1164. Flegel, Dorothy. Social hygiene content in biology classes of Oregon high schools. Master's, 1929. Oregon St. Coll. 26 p. ms. (Oregon state college thesis series, no. 3.)

1165. Foster, Walter N. A course of study in social hygiene education for the junior high school. Master's, 1940. Cincinnati. 241 p. ms.

1166. Guildry, Maxwell J. A study of two methods of recording biology experiments. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.:130.)

Attempts to determine the relative effectiveness of drawing compared with supplementary work as a part of exercises in high-school biology laboratory work.

1167. Hall, Flora Evelyn. A comparative study of nature study and of elementary school science to determine differences and similarities in teaching content, methods, and objectives. Master's, 1939. Ohio Univ. 203 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939:30-31.)

Indicates insignificant differences in nature study and elementary science in teaching content, methods, and objectives as taught at present; that both fields so completely overlap as to lose their theoretical identities and must be considered the same.

1168. Jack, Homer A. The biological field stations of the world: a comparative and descriptive study. Doctor's, 1940. Cornell. 1,001 p. ms.

Studies 89 biological field stations in Europe, Africa, and North America. Finds that the nature of the stations varies greatly in the areas studied; that most types of areas have one or more stations where students of a wide range of interests and ability may find instruction or research opportunity.

1169. Jackson, James B. A unit on insects for tenth grade biology. Master's, 1940. Iowa.

1170. Jennings, Dolf Jesse. A unit program for high school biology. Master's, 1939. Kans. St. Coll. 91 p. ms.

1171. Kramer, Diana Stevan. A study in the measurement of possible attitude outcomes of a high school biology course. Master's, 1940. Maryland.

1172. Lippenburger, Ruth Marian. The extent to which children's biological science concepts are modified through reading. Master's, 1940. Colo. St. Coll. of Ed.

1173. Lisonbee, Lorenzo K. Common cacti of Arizona: a nature study unit with lantern slides and teacher's guide. Master's, 1940. Ariz. St. T. C., Tempe. 77 p. ms.

1174. Manthey, Carl W. An investigation of the status of biology in selected Nebraska high schools. Master's, 1940. Nebraska. 86 p. ms.

Describes the preparation, teaching combinations, and participation in committee work of biology teachers; their rating of the objectives set up for teaching biology; the materials used in teaching the subject; the methods used for evaluating results of instruction in order to determine trends in the teaching of biology as revealed by a questionnaire study.

1175. Matthews, Jack. Trends in general semantic studies 1850 to 1940 with emphasis on the modern period. Master's, 1940. Ohio Univ. 109 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 33.)

Concludes that the chief trend of the period studied is away from the narrow etymological approach to the subject of meaning and toward a more comprehensive approach.

1176. Monahan, Margaret M. A comparative study of the courses in biological science offered by the institutions of higher learning in Kansas. Master's, 1940. Kans. St. T. C., Pittsburg. 37 p. ms.

Studies the nature of course offerings in biological science in 21 colleges in Kansas, and the training of the faculties. Reveals that for the most part the smaller schools offer fundamental or generalized courses while the large colleges and universities offer training in the more specialized fields; and that the universities offer nearly three times as many courses and hours credit in biological science as the teachers colleges and seven times as many as the denominational schools.

1177. Rusie, Loy W. Types of thought questions found in workbooks of high school biology. Master's, 1940. Michigan.

1178. Schwab, William, jr. Zoological nature study for primary and secondary schools. Master's, 1940. Tennessee. 152 p. ms.

Presents a method of teaching nature study with special reference to animal life, to young people from the first to the twelfth grade.

1179. Shuman, Anna Marie. An investigation of the content of high school biology courses. Master's, 1940. Cincinnati. 66 p. ms.

Analyses 77 publications from 1934 to 1937 in the field of science to determine the most important concepts in biological science on the basis of frequency of mention and comparison of these concepts with the biological concepts stressed in Ohio high schools as evidenced in the Perry pupil test in biology.

1180. Stine, Chester A. Activities and materials for teaching units on heredity and on drugs and cosmetics in secondary school biology Master's, 1940. Ohio State.

1181. Taylor, Donald T. Activities of visual aids for a unit on plants in general science. Master's, 1940 Ohio State. 89 p. ms.

1182. Thomson, Sheila Margot. Four contributors to the nature study movement. Master's, 1940 Cornell. 84 p. ms.

Studies the contributions of Edward Austin Sheldon, Wilbur Samuel Jackman, Benjamin Talbot Babbitt Hyde, and Samuel Christian Schmucker to the nature study movement

1183. Weinstock, Charles. A study of the types of thought questions found in workbooks for general science Master's, 1940. Michigan.

CHEMISTRY AND PHYSICS

1184. Applegate, C. William. An experimental investigation of the use of clinical counseling in the teaching of college physics. Master's, 1940. Iowa.

1185. Bench, Reese E. The chemical information necessary for an adequate interpretation of the literature designed for general reading. Master's, 1940. Brigham Young.

1186. Clements, John T., jr. A survey of rooms, equipment, and methods used in the teaching of chemistry in Texas high schools. Master's, 1940. Texas.

1187. Dossett, Lawrence Hope. A professionalized study of the teaching of high school chemistry. Master's, 1940. Tennessee. 373 p. ms.

Gives a brief history of high school chemistry; its subject matter and methods of teaching the subject. Discusses excellences and errors, and tests and measurements in the teaching of the subject.

1188. Essex, Robert L. An historical study of the purposes of teaching secondary school chemistry in the United States. Master's, 1940. Ohio Univ. 100 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1940: 19-20.)

Traces the dominant aims and objectives of teaching secondary-school chemistry in the United States from 1813 to the present. Concludes that the aims of chemistry teaching have closely paralleled the aims of general education; that the laboratory method of teaching became popular between 1880 and 1910 and was used for the purpose of mental discipline; and that the period from 1911 to the present has been one of critical examination of existing objectives and the formulation of new aims.

*1189. Everett, Grover W. A proposed course of study in physics for E. C. Glass high school, Lynchburg, Virginia. Master's, 1940. George Washington. 114 p. ms.

Describes the preparation of a course of study in physics for grade 12 of the senior high school, based upon the environmental needs and scholastic requirements of the pupils.

1190. Fisher, Howard R. A study in prediction of success in college chemistry. Master's, 1940. Arizona. 34 p. ms. (Abstract in: University of Arizona record, vol. 34: 27-28.)

Concludes that a student's success can be predicted by using his high-school chemistry and algebra marks and his score on the Carnegie mental ability test; and that if he has not had high-school chemistry, his success can be predicted by using his algebra marks and his score on the Carnegie mental ability test.

1191. Foster, Lowell Evans. An evaluation of physics understandings as shown by student activities. Master's, 1940. Colo. St. Coll. of Ed.

1192. Gibbons, Leslie L. A physics course for a small rural high school based on student activities. Master's, 1940. Colo. St. Coll. 70 p. ms.

Analyzes the activities of 24 juniors and seniors of the high school in Granada, Colo., and develops a physics course.

1193. Gibbs, George. A study to determine the social value of a sampling of light and sound questions. Master's, 1940. Colo. St. Coll. of Ed.

1194. Hemphill, Theron Marl. A proposed method of laboratory procedure for physics at the secondary school level. Master's, 1940. Ariz. St. T. C., Tempe. 72 p. ms.

1195. Holladay, Alvis Milton. Some techniques in simplifying the study of atoms. Master's, 1940. Peabody. 173 p. ms.

Summarizes the technique of simplifying the study of the atom for the high-school and college student by means of illustrations and analogies.

1196. Hyde, Jay. Vitalizing high school physics. Master's, 1940. Arizona. 313 p. ms. (Abstract in: University of Arizona record, vol. 34:41.)

Traces the history of high-school physics, and notes the gradual decline in popularity of the subject. Derives criteria of content, form, organization, and techniques of administration of a physics laboratory that should prove functional in the everyday lives of most adolescent Americans. Presents 71 problems, everyday life situations, requiring physics laboratory equipment for their solution.

1197. Kilgore, William A. An identification and achievement of functional values in high school physics. Doctor's, 1940. T. C., Col. Univ.

Attempts to identify the ability to apply principles and to determine the effect upon this ability produced by organizing materials around major generalizations. Describes an experiment carried out during the school year 1935-36 in four senior high schools of Washington, D C. Indicates that learning can be effectively guided in a manner which will aid the pupil in dealing with situations new to him.

*1198. Kowald, John A. The selection and organization of materials of instruction for the study of dyes in the senior high school chemistry course. Master's, 1938. N. J. St. T. C. 200 p. ms.

1199. Libkind, Herman. A high school course in the chemistry of daily life. Master's, 1939. Ariz. St. T. C., Tempe. 53 p. ms.

1200. Morris, M. Elizabeth. Construction and teaching of a unit on sound in the third grade. Master's, 1940. Iowa.

1201. Oakley, William J. A study of the relationship between certain factors and achievement in college freshman chemistry. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 45-46.)

Attempts to determine the significance of a more rapid, theoretical approach to general chemistry; the effect of the lack of a unit in high-school chemistry on achievement in freshman college chemistry; and the relative value of certain criteria of prediction for selecting students for special courses in chemistry.

1202. Ogg, John J. A source unit on fluids. Master's, 1940. Ohio State. 121 p. ms.

1203. Orr, Walter Rogers. A survey of high school chemistry in Texas. Master's, 1940. Texas Tech. Coll. 60 p. ms.

Analyzes the number of high-school students taking chemistry; the organization of the course; its aims in different schools; the materials and methods used in teaching the course; the training, experience, tenure, teaching load, and salary of the teacher.

1204. Pratt, Millard Wheeler. An evaluation of a chemistry course based upon the opinions of high school graduates. Master's, 1940. Colo. St. Coll. of Ed.

*1205. Smith, Sister Gertrude Jose. A study of the chemistry of the Catholic secondary schools of northern New Jersey. Master's, 1939. N. J. St. T. C. 86 p. ms.

Studies enrollment, textbooks, laboratory equipment, classroom activities, teacher preparation, and the various services rendered by chemistry teachers in 41 Catholic secondary schools of the area.

1206. Stone, Loyal Russel. Organic chemistry for secondary schools. Master's, 1940. Ohio State. 150 p. ms.

1207. Taylor, Glen Roe. Status of physics in the public high schools of Texas. Master's, 1940. Texas Tech. Coll. 97 p. ms.

Analyzes the status of the schools offering physics as to the cost of teaching the subject, science requirement for graduation, and increase in the science curriculum, enrollment, failures, alternation of teaching courses from year to year; the status, number, sex, training, and tenure of the physics teachers; methods of teaching the subject and the teachers' views on the trend of the subject.

1208. Thunem, Kenneth Roswell. The validity of offering technical chemistry in the high school. Master's, 1939. Stanford.

*1209. Troutwein, W. Earle. An analysis of the activities of coal mining for high school physics and chemistry courses at Robertsedale, Pennsylvania. Master's, 1940. Penn. Stat. 43 p. ms.

Reconstructs the chemistry and physics courses of study to include data on soft-coal mining.

1210. Turner, Kenneth C. The relation of certain factors to success in college physics. Master's, 1940. Nebraska. 48 p. ms.

Compares the relationships between success in college physics and mathematical achievement, achievement in high-school physics, and size of the high school in which preparatory physics was taken.

1211. Wiser, James Eldred. Demonstrations in colloid chemistry for high school students. Master's, 1940. Peabody. 159 p. ms.

SOCIAL SCIENCES

1212. Anderson, Geneva F. A study of the differences in comprehension in reading an assignment in the social studies. Master's, 1940. Iowa.

1213. Ashley, Flois L. An investigation of the trends in the teaching of the social studies. Master's, 1940. East Texas St. T. C. (Abstract in: East Texas State teachers college. Graduate studies 1940: 9-10.)

Studies the changing objectives in the social studies as the basis for consequent changes in the other phases of the social studies program. Reveals that character training is the general aim and that the modern method of accomplishing this training is through social understanding. Traces the transition from the textbook and recitation methods to the activity techniques now so popular. Discusses the transition from the traditional essay type of examination to the objective forms of tests, and studies the efforts to standardize social studies tests.

1214. Bryant, Stella Senor. The present status of sociology in Texas high schools. Master's, 1940. North Texas St. T. C.

1215. Chrisman, Richard Gentry. A survey of the teaching of the social sciences in the secondary schools of Kentucky. Master's, 1940. Kentucky. 91 p. ms.

Analyzes replies from 192 schools to a questionnaire sent to high-school principals and social-science teachers asking for data on the methods of teaching social sciences, study periods, libraries, work materials, tests, and current events. Indicates a predominance of history and political science, wide use of the unit-study method, favorable reports on the panel discussion where it is used, and the use of newspapers and magazines with related studies of current events. Recommends the use of larger libraries, improved assignments, more bulletin boards, radio, and films.

1216. Conner, Constance. The determination of criteria basic to the selection of materials for a reading program in junior high school social studies. Master's, 1940. Colo. St. Coll. of Ed.

1217. Crews, Mrs. J. C. A social studies curriculum for seventh and eighth grades. Master's, 1940. West Texas St. T. C.

1218. Emrick, Leland B. Ways of dealing with propaganda in the social studies. Master's, 1940. Ohio State. 63 p. ms.

1219. Gabel, Otto Jarves. The effect of definite versus indefinite quantitative terms upon the comprehension and retention of social studies material. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66.)

Describes an experiment conducted with 1,627 pupils in grades 6, 8, 10, and 12 in 9 school systems in northern Illinois. Concludes that in social-studies material the definite presentation of quantitative terms is more effective than the indefinite presentation, regardless of the type of quantitative concept or grade level, provided that both methods of presentations are subjected to the same test of total effectiveness.

1220. Grim, Paul Ridgeway. A technique for evaluation of attitudes in the social studies. Doctor's, 1940. Ohio State.

1221. Harter, Francis W. A survey of social science concepts that are needed for adult reading and that should be taught in high school. Master's, 1940. South Dakota. 52 p. ms.

1222. Hix, Richard Milton. Methods employed in the enrichment of social studies instruction in the elementary schools of Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 55 p. ms.

Analyzes replies to a questionnaire sent to 100 teachers in as many schools to determine the methods, means, and devices used for enriching social-science teaching. Finds that 58 methods were in use; and that the size of the school and the plan of work determined the enrichment devices used.

1223. Jewett, Arno Joseph. A study to determine the results of instruction in the detecting and analyzing of propaganda in the eleventh and twelfth grades. Doctor's, 1940. Minnesota.

1224. Jones, Helen Serodino. An analysis of the social studies materials for the fifth grade. Master's, 1940. Cincinnati. 92 p. ms.

*1225. Jones, Iva Lou. Social studies in the elementary school. Master's, 1940. George Washington. 55 p. ms.

Traces the historical background of social-studies instruction in the elementary school from 1857 to 1924.

1226. Korninger, Rupert Clifford. An evaluation of the introductory sociology courses at the Ohio State university. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 141-48.)

Describes and evaluates three courses in introductory sociology.

1227. Langley, Robert William. Trends and changes in the methods of teaching the social studies in the elementary school during the last 20 years. Master's, 1940. Redlands. 104 p. ms.

*1228. Measamer, Murry Bryant. Factors associated with success and failure in learning the social studies. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 5 p. (Abstract of Contribution to education, no. 288.)

Studies the effect of achievement, psychological, and interest factors on success in the social studies of 5,221 eight-grade children in 26 States. Finds a higher relationship between achievement factors and the social studies than between psychological factors and the social studies; that boys made higher scores than girls on history and geography achievement tests; that superior children studying history and geography participate in extracurricular activities and hobbies related to their school work, whereas retarded children participate in few activities connected with their school work.

1229. Minty, Casper C. Utilizing community resources in the Minneapolis public schools. Master's, 1940. Minnesota. 238 p. ms.

1230. Redpath, Ingie Freeman. Teaching social science activities in a rural school in the range country. Master's, 1940. Arizona St. T. C. 198 p. ms.

1231. Ring, Toivo Elmer. The teaching of time and calendar in secondary schools. Master's, 1940. Iowa.

1232. Shaft, Hazel B. A suggested program of social studies for a selected group of high schools in Michigan. Master's, 1939. Mich St Coll. 71 p. ms.

1233. Shewey, Virginia. A brief history of sociology as reflected in the development of the American sociological society: its growth in the curricula of colleges and universities and its influence in modern literature. Master's, 1939. Ohio Univ. 94 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1939: 59-60.)

Traces the development of sociology as a science and as a subject of instruction in colleges and universities in the United States, and suggests a technique for estimating the extent to which the working principles of sociology may be presented intelligibly to the body attitudes, beliefs, and opinions which constitute public opinion

1234. Thomas, Lewis C. Developing and evaluating a community social science program for the seventh grade. Master's, 1940. North Texas St T. C.

1235. Turner, Charles James, jr. Some changes during the last 20 years in materials and methods in elementary social studies. Doctor's, 1940. Missouri.

1236. Voss, Mary Margaret Odom. Concepts essential for mastery of fourth grade social studies. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 125-26.)

Attempts to determine the social-studies concepts essential to the understanding of the social-studies units of work as taught in the fourth grade in Fort Worth, Tex.; and to discover to what extent these concepts are contained in reading material made available to the child for the understanding of these units. Concludes that the course of study presents too many concepts and attempts to cover too broad a field for fourth-grade understanding; that the available reading material contains an insufficient number of essential concepts; that the course of study is based largely on the children's interests and activities.

*1237. Warren, Lee Donald. A social studies program for the non-academic pupil. Doctor's, 1940. Penn. State. 155 p. ms.

Defines the non-academic pupil as one who displays a passive rather than an active interest in his school program, with a tendency toward scattered interests, and generalized rather than abstract thinking ability. Analyzes recent textbooks in the social-studies program for the tenth, eleventh, and twelfth grades; analyzes representative courses of study in the social-studies field; surveys the present offerings for the non-academic pupil, especially in Pennsylvania; and analyzes the product of news agencies for a period of time by groups of teachers, groups of students, and others. Presents a social-studies program for non-academic pupils.

1238. Wasson, Roy John. Certain social studies content of children's letters and conversation. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1.)

1239. Weller, Elizabeth. A comparison of state courses of study in the social studies in the intermediate grades. Master's, 1940. West Texas St. T. C.

*1240. Welling, John Stover. A sequential curriculum with the social studies and natural sciences as cores. Doctor's, 1940. New York. 256 p. ms.

Outlines a curriculum covering the educational experiences of the individual from primary school to graduate study with emphasis on the senior high-school level.

1241. Wilke, Margaret E. Analysis of literature to discover devices for motivation in the social studies. Master's, 1940. Nebraska. 95 p. ms.

1242. Wofford, Kate V. A study of the questions asked by children of different age levels who have had the same experience in a school excursion. Curriculum journal, (New York State teachers college.)

Studies the reactions of 25 children ranging in age from 5 to 15 years, on field excursions in the social studies. Finds that children of different ages are interested in different aspects of the same experience.

1243. Wood, Frank Royall. Trends in social studies in the public school program, 1937-39. Master's, 1940. Virginia.

1244. Yarrington, Annie E. Some difficult concepts in the elementary social studies. Master's, 1939. Temple. 186 p. ms.

GEOGRAPHY

1245. Barker, Roxie C. A workbook for the fourth grade level of world geography. Master's, 1940. East Texas St. T. C. 167 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940:10)

Presents a workbook for both the teacher and the child.

1246. Jones, Janet S. Children's concepts of indefinite quantitative terms in geography. Master's, 1940. Iowa.

*1247. Lachut, Adeline Naomi. An experiment with a state-name test. Master's, 1940. St. T. C., Fitchburg. 84 p. ms.

Compares the results of administering a State-name test to 134 sixth-grade pupils and to 107 college freshmen. Finds that sixth-grade children are able to locate about one-third of the 48 States under the conditions of the test, and that college freshmen from the same vicinity were able to locate about three-fourths of the States under the same conditions of testing.

1248. Naquin, Arthur Louis. The comparative effectiveness of the textbook method and the still picture supplement to the textbook method in informational learning in sixth grade geography. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 143.)

Describes an experiment conducted in the Thibodaux elementary school to determine whether or not still-picture visual aids were superior to the traditional method of teaching geography, using two sixth-grade classes of 28 pupils each in the experiment which lasted 12 weeks during the session 1938-39. Concludes that the picture supplement method of teaching adds flexibility which helps provide for individual differences.

1249. Ragan, Mary Jayne. A course of study for teaching geography in the fourth grade. Master's, 1940. Okla. A. & M. Coll.

1250. Roberts, Pauline. To what extent has geography changed from a physical science to a social science? Master's, 1940. Texas.

1251. Schreck, Sister M. Benigna. The relative merits of different kinds of maps in the teaching of geography. Master's, 1940. Catholic Univ. 42 p. ms.

Describes an experiment conducted with 400 children, ranging in age from 10.5 to 12.5 years with IQs of 95 and more to determine the effectiveness of different types of maps, as compared with a travel story containing the same information, on the teaching of geography. Shows that map study produces better learning than mere reading information.

1252. Tarpley, Carra M. The development of the use of maps in the teaching of geography. Master's, 1940. East Texas St. T. C. 101 p. ms.

Discusses the part played by the United States in map making from pioneer days to the present; the present trend in selecting maps, and the symbols used on current maps; types of maps necessary and suitable for classroom use in the elementary grades. Concludes that the persons responsible for selecting maps for use in the schools should become better acquainted with the types of maps so that wiser selections could be made.

1253. Tobin, Catherine Louise. An analysis of some difficulties encountered by sixth grade pupils in the study of geography. Master's, 1940. St. T. C., North Adams. 48 p. ms.

Attempts to determine reading difficulties in geography texts; the extent to which vocabulary and context difficulties prevent learning; what children do when confronted with unfamiliar ideas; whether a simplification of expression is necessary; and if there is need of teaching a technical vocabulary systematically. Concludes that no correct images can be formed in the mind of a child if he does not know the meaning of the context, and that without correct mental images geography cannot be real to a child.

1254. Toler, Lola. A course of study in geography of the United States for the fifth grade. Master's, 1940. Okla. A. & M. Coll.

HISTORY

*1255. Aherne, Charles Frederick. Developing attitudes through the teaching of history. Master's. Boston Univ. 83 p. ms.

Presents units of work aimed at the development of sympathetic attitudes toward the Irish, Negro, Italian, and Jewish races.

*1256. Alexander, Ida Grace. A teachers' manual for the integration of twelfth year courses in English, American literature, and United States history. Doctor's, 1940. New York. 220 p. ms.

Sets up a manual which is divided into 3 parts: Part 1 gives the class set-up, a digest of the types of class work, and the period and the day arrangements; part 2 contains the actual manual subject matter composed of study units for the integrated subjects; and part 3 contains copies of the objective tests given to integrated and control groups of high-school students and the results of these tests.

1257. Bailey, Thurman J. The present status of the content of American history as taught in Florida high schools. Master's, 1940. Ball St. T. C. 202 p. ms.

Concludes that teachers are stressing political topics (particularly governmental affairs, foreign affairs, wars, political issues, and territorial expansion) more than others; that economic topics rank second in emphasis, followed by social and cultural topics.

*1258. Campbell, Don W. Effectiveness of teaching techniques in influencing pupils' attitude toward peace and war. Doctor's, 1936. Penn. State. 111 p. ms.

*1259. Church, Alfred M. The study of China and Japan in American secondary schools: what is worth teaching and what is being taught? Doctor's, 1940. Harvard. 395 p. ms.

Attempts to determine what Americans should know about China, Japan, and the interests of the United States in the Western Pacific area; and what American secondary schools are teaching about this region. Suggests that pupils be taught the narrative histories of China and Japan; the organization of society and the life of the people in China and Japan; the cultural contributions of the Far East to the world in the realms of material culture, fine arts, literature, and philosophy; modern problems and trends in the Far East; the place of the Philippines and of Hawaii in Pacific affairs; and Russia in the Far East.

*1260. Cypher, Irene Fletcher. The map as a medium for communicating historical and geographical facts. Master's, 1940. New York. 44 p. ms.

Traces the historical development of the map and shows the growth of the map itself. Finds that the map communicates both geographical and historical facts; and that each map should be studied and judged in the light of the information which it is intended to communicate.

1261. Dunfee, Maxine M. Travel and transportation in American history to 1869, a source book for children. Master's, 1940. Iowa.

1262. Giddings, Ernest E. The effectiveness of a pupil activity procedure in the teaching of United States history at Ottawa Hills high school, Grand Rapids, Michigan. Master's, 1940. Mich. St. Coll. 55 p. ms.

1263. Jordan, Franklin V. A suggested procedure for teaching the history of Arizona in the junior high school. Master's, 1940. Arizona St. T. C. 86 p. ms.

1264. Lans, Asher Bob. A study in the tradition of the Constitution in the United States. Master's 1939. Columbia.

1265. Liljengram, Philip E. Tentative units in the correlation of American history and American literature at North Park college academy, Chicago. Master's, 1940. Ohio State. 100 p. ms.

1266. Lott, Hiram V. A comparative study of five criteria for predicting achievement in freshman history in the junior division at Louisiana State university. Master's, 1939. Louisiana State (Abstract in: Louisiana State university. Bulletin, vol. 32, N S.: 45)

Finds the American council psychological examination and the Nelson-Denny reading test the best criteria for prediction of achievement; and students from the medium and larger graduating classes of high school show slightly higher achievement ratings in freshman history than do students from the graduating classes of small high schools

1267. McNamar, Frances Sacks. A child's history of early Terre Haute and Vigo County. Master's, 1939 Ind. St. T. C. 185 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 137-38, July 1940)

Describes the writing of a social, economic, and industrial history of Terre Haute and Vigo County from 1700 to 1860 for third-grade children

1268. McNamara, Sister Justa. The teachability of certain concepts in modern European history in the secondary school. Doctor's, 1940. Johns Hopkins.

1269. Newman, Caroline Ruth. To approach the interpretation and teaching of American history through songs and poetry that were contemporary with each period. Master's, 1940. Ala. Poly. Inst. 163 p. ms.

1270. Otto, Lenore V. A decade of trends in history in the curriculum with special reference to grades four to six. Master's, 1940. Bowling Green. 119 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 51-52)

Studies changes in the teaching of history in 30 school systems, as shown by changes in organization, grade placement, textbooks, and in opinions of educators regarding the trend in history according to their viewpoints. Shows the need for a unified program of social study extending from the first grade to the twelfth, which would give an integrating program in the social studies.

1271. Overbeay, Kathleen Iler. The psychology of attitudes to be developed in world history (including an analysis and criticism of the social aims and human attitudes as presented in world history textbooks). Master's, 1939. Illinois.

1272. Page, Kenneth D. The reading of eighth grade pupils pertaining to American history. Master's, 1940. Iowa.

*1273. Phipps, William Rodgers. An experimental study in developing history reading ability with sixth grade children through development of history vocabulary. Doctor's, 1938. Johns Hopkins. Baltimore, Johns Hopkins press, 1940. 73 p. (Johns Hopkins university. Studies in education, no. 28)

*1274. Rackley, John Ralph. The relationship of the study of history to student attitudes. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 5 p. (Abstract of Contributions to education, no. 260)

Analyzes replies to a questionnaire filled out by students in 20 different colleges and universities in Arkansas, Louisiana, Oklahoma, and Texas to determine whether or not seniors in college who majored in history tend to view social problems differently from students who did their major work in other subjects; and whether or not college students who earn their way through school tend to view social problems differently from those who earn none of their income as college students. Indicates that the attitudes of students majoring in history, and the attitudes of students working their way through college differ little from those of their fellow students.

1275. Smith, Lela V. A sixth grade course of study in European backgrounds of American history. Master's, 1940. Okla. A. & M. Coll.

1276. Spitz, Irene. An inquiry into the relative effectiveness of directed and undirected study in world history classes. Master's, 1939. Ind. St. T. C. 45

p. ms. (Abstract *m.*: Indiana State teachers college Teachers college journal, 11:139-40)

Compares the results of directed and undirected study in two classes of 26 members each in world history. Concludes that better results were obtained from the directed-study method.

1277 Tucker, Inez S. A study of the presentation of world history in the social science curriculum. Master's 1940. East Texas St. T. C. 210 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 60-61)

Describes the operation of the social science curriculum in the Kilgore, Tex., high school, in which world history is taught in the ninth grade.

1278. Upshall, C. C. Reading ability and success in college freshman history. Bellingham, Western Washington college of education, 1939 7 p. ms.

Describes an experiment in which the Nelson Denny reading test and the American council psychological examination were administered to college freshmen.

1279. Verhey, Anne. Evaluations of and recommendations for constructive activities related to a unit on Indian life. Master's, 1940. Iowa.

CIVICS

1280. Elkins, John Clark. An experimental study of the changes in certain attitudes of 46 pupils in a ninth grade civil government class in the Ypsilanti high school. Master's, 1940. Michigan.

1281. Jackson, Mary Alice. Citizenship training through extracurriculum activities in Wythe county. Master's, 1940. Virginia. 113 p. ms.

1282. Kincaid, William Marvin. A study of certain practices in citizenship training among Texas high schools. Master's, 1940. Texas.

1283. Ludwick, Henry. Some objectives for the teaching of civics at Ottawa Hills high school. Master's, 1940. Mich. St. Coll. 44 p. ms.

1284. McNutt, Kathryn. Education for citizenship in the elementary schools of the United States. Master's, 1940. Cincinnati. 101 p. ms.

Surveys, historically, the development of education for citizenship in the elementary schools of the United States. Emphasizes the necessity for democratizing the schools to serve a changing social order, and gives examples of reorganized programs in the social studies.

1285. Meeks, Gerald Beaver. Citizenship values in utilizing the school service motive in the elementary school. Master's, 1940. Texas.

1286. Palmer, Irene K. Does the social civic curriculum in the public high schools of Yonkers, N. Y., meet certain fundamental social needs? Doctor's, 1940. Fordham.

1287. Ray, Mabel Burks. A study to determine the relative value of gains in civic knowledge, skills, and attitudes in community civics as compared with those in traditional eighth grade history. Master's, 1940. North Texas St. T. C.

1288. Roberts, Mary Procter. Teaching modern history by means of current events. Master's, 1940. Texas.

*1289. Samford, Clarence D. An experimental study of the effects of teaching current events in connection with a high school course in modern European history. Doctor's, 1939. New York. 142 p. ms.

1290. Thomas, William J. The pre-civics and post-civics attitudes of 80 seniors as measured by the Scale of beliefs tests 4.2 and 4.3 of the Progressive education association. Master's, 1940. Michigan.

*1291. Weeden, Clarice Janette. World history for civic purposes. Master's, 1940. Boston Univ. 95 p. ms.

Attempts to determine by analyzing replies to a questionnaire sent to teachers of history in high schools of Massachusetts, what topics or fields should be selected to fulfill most adequately the civic purposes for teaching the subject in secondary school. Shows the need for an authoritative set of objectives to guide the classroom teacher in giving a better and more interesting course.

ECONOMICS

1292. Davis, Herbert G. A survey of economics in the public secondary schools of Ohio. Master's, 1940. Ohio Univ. 108 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 13-14)

Finds that courses in economics are offered in 57.2 percent of the large city schools, 35.5 percent of the exempted village schools, and 12.25 percent of the county or rural high schools; and that the majority of the schools not offering definite courses in economics attempt to include the subject matter in other suitable courses. Offers suggestions for improving instruction in economics.

1293. Evans, Charles McKinley. A curriculum experiment in applied economics. Master's, 1940. Kentucky. 113 p. ms.

Describes the preliminary steps in an experiment in applied economics, carried on in rural areas with the view to determining whether the introduction of instructional materials pertaining to diet into the curriculum will affect diet practices.

1294. Jackson, Warren L. Economics as a secondary school subject. Master's, 1940. Michigan.

*1295. Keily, Helen J. Unit organization of five topics in economics for the twelfth school year. Master's, 1940. Boston Univ. 171 p. ms.

Presents a suggested 40-week functional course in economics expressed in units; and the complete unit organization of 5 of the topics. Comments on the results obtained in the teaching of the material in a school in Natick, Mass. Discuss the advantages and the disadvantages of the unit-assignment method to the student, and the advantages and the disadvantages to the teacher of this method of teaching.

1296. Rich, L. Charles. The correlation of bookkeeping with economics in the high school curriculum: a suggested program for synchronizing the one year high school bookkeeping course with economics in both content and method. Master's, 1940. Iowa.

1297. Startz, Milton. The growth and development of the Department of economics at the College of the City of New York, 1847-1939. Master's, 1940. Coll. of the City of N. Y. 124 p. ms.

POLITICAL SCIENCE

1298. Clark, Georgiana. What principles of democracy can be taught in schools? Platteville, Wisconsin, State teachers college, 1940. 15 p. ms.

Shows that the teaching of democracy is best started in the lower grades and the principles made functional throughout the high-school years.

*1299. Driscoll, Katharine. Are teachers interested in things political? Master's, 1940. Boston Univ. 77 p. ms.

Discusses the ideals of democracy; education for democracy; deficiencies in the American way of life; lack of interest as a deficiency in the democratic way of life; and the necessity for development of interest in politics. Analyzes results of a test on contemporary personalities obtained from 737 teachers and teachers in training. Concludes that teachers are not interested in political affairs.

1300. Mashek, John Roy. The theory and practice of adult political education. Doctor's, 1940. Minnesota.

1301. Shively, C. P. The beliefs of 500 high-school seniors concerning American political, social, and economic problems. Master's, 1940. Michigan.

1302. Sorenson, Frank E. A course in modern problems for the senior high school. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 175-83)

Describes the method used in selecting a list of significant national problems, and the technique used in evaluating them. Presents a unit of work on four important national problems for use in the secondary schools.

*1303 Sutton, Katharine Augusta. Introduction to the study of contemporary civilization; a textbook and study guide. Doctor's, 1940. New York. 369 p. ms.

1304. Tracy, Mary Katherine. A study of student activity in problems of democracy classes. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 132-34)

Attempts to determine the degree to which class projects involving first-hand experiencing were being carried on in problems of democracy classes, and with what results. Finds that visitation of civic departments by classes were favored by 50 percent of the teachers interviewed; that the main reason teachers did not introduce more student activity was a crowded curriculum; that pupils were anxious to do more visiting than they had been allowed to do; that heads of civic departments indicated that they were favorable towards visitation of their departments and evidenced willingness to cooperate with teacher and students in first-hand experiencing.

PSYCHOLOGY

*1305. Adams, Clifford Rose. Individual differences in behavior resulting from experimentally induced frustration. Doctor's, 1940. Penn. State. 195 p. ms.

Attempts to determine if neurotic individuals differ from stable individuals in: Respect to susceptibility to frustration; respect to actual task performance when the performance situation is deliberately designed to produce frustration; emotional behavior when confronted with a frustrating performance situation; and on the basis of other overt behavioral data gathered in the experimental situation or in other situations incidental to the conduct of the experiment. Concludes that the Bernreuter personality inventory differentiates neurotic and stable subjects in terms of agitated behavior resulting from certain frustrating situations.

*1306. Balinsky, Benjamin. An analysis of the mental factors of various age groups from 9 to 60. Doctor's, 1940. New York. Genetic psychology monographs, 23: 191-234, February 1941.

Finds that the character of mental organization changes over a span of years; that when interpreting tests of intelligence, it is necessary to take into consideration the factor or chronological age; that the same test, given to a person of a certain age may not measure the same abilities in him that it would measure when given to an older or younger person; and that even though the whole intelligence scale may yield the same factors for a wide span of years, the separate tests that compose the scale may not necessarily be described in terms of the same factors from age to age.

*1307. Brener, Roy. An experimental investigation of memory span. Doctor's, 1939. Chicago. Journal of experimental psychology, 26: 467-82, May 1940. (Reprint)

*1308. Capps, Harry M. Vocabulary changes in mental deterioration: the relationship of vocabulary functioning as measured by a variety of word meaning and usage tests to clinically estimated degrees of mental deterioration in "idiopathic" epilepsy. Doctor's, 1940. Columbia. New York, 1939. 81 p. (Archives of psychology, no. 242)

1309. Davis, Henry Curtis. A survey of the psychology courses offered in American junior colleges. Master's, 1940. Stanford.

1310. Downs, Elizabeth Lee. A clinical study of the consistency between verbal behavioral expressions of socio-economic attitudes. Master's, 1939. Fort Hays Kans. St. Coll. 300 p. ms.

1311. Festinger, Leon. Wish, expectation, and group standards as factors influencing the level of aspiration. Master's, 1940 Iowa.

1312 Havercamp, Harold J. An investigation of directed recall. Master's, 1940. Iowa.

*1313. Johnson, Donald M. Confidence and speed in the two-category judgment. Doctor's, 1939. Columbia. New York, 1939. 52 p. (Archives of psychology, no. 241)

Discusses individual differences in speed and confidence of judgment; and studies the relations within the individual between confidence and speed, using three subjects.

1314. MacMillan, John Walker. Eye movements and attention. Doctor's 1940. Cornell.

1315. Margulies, Helen. The effect of race attitude on memory and perception. Master's 1939. Columbia.

*1316. Orlansky, Jesse. The effect of similarity and difference in form on apparent visual movement. Doctor's, 1940. Columbia. New York, 1940. 86 p. (Archives of psychology, no. 246)

1317. Pegram, Edna Lee. A study of environmental stimulation re-evaluated in terms of changes made by individuals Master's, 1940. Iowa.

1318. Rigney, Margaret J. Introspective ability in children. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940:101-102)

Attempts to determine the character of the introspective reports of children between 6 and 9 years of age.

*1319. Russell, Ruth Ladd. The variability in intelligence between siblings. Master's, 1940. George Washington. 35 p. ms.

Attempts to determine the variability of IQ's between siblings, based on the records of the research department of the public schools of the District of Columbia for 500 families of 2 or more children. Finds a greater range of deviation between siblings in small families than in large families; and that the average IQ of the family tended to decrease as the number of children in the family increased.

*1320. Shaw, William Asbury. The relation of muscular action potentials to imaginal weight lifting. Doctor's, 1940. Columbia. New York, 1940. 51 p. (Archives of psychology, no. 247)

1321. Somerville, James M. The Bergsonian concept of memory in the light of modern experimentation. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940:102-103)

*1322. Twining, Paul Ernest. The relative importance of intervening activity and lapse of time in the production of forgetting. Doctor's, 1938. Chicago. Journal of experimental psychology, 26; 483-501, May 1940. (Reprint)

*1323. Wickert, Frederic. The interrelationships of some general and specific preferences. Doctor's, 1938. Chicago. Chicago, University of Chicago libraries, 1940. (Reprinted from Journal of social psychology, 11: 259-74)

MUSIC EDUCATION

1324. Alcorn, Earl M. A survey of band practice techniques and rehearsal incentives in California central coast high schools. Master's, 1940. Coll. of the Pacific. 141 p. ms.

Finds wide variation in techniques between schools.

1325. Almer, Louis W. A study of popular music and reactions to its use in high schools. Master's, 1939. Northwestern.

1326. Baumbach, Carl S. A study in music aptitude teaching. Master's, 1940. N. Y. St. Coll. for Teach.

1327. Bienstock, Sylvia F. The prediction of musical achievement. Master's, 1940. Coll. of the City of N. Y. 69 p. ms.

1328. Bixel, Ruth. An investigation of the effect of practice in transposition upon the ability to read at sight. Master's, 1940. Ohio State. 36 p. ms.

Analyzes music reading ability and the effect of transposition on ability to read at sight.

*1329. Blau, Edith. The use of American folk songs in public schools. Master's, 1940. George Washington. 47 p. ms.

Attempts to estimate the extent to which public schools made use of American folk songs; to present a bibliography of available material for the teaching of these folk songs; and to contrast the use of the material with its accessibility

1330. Bullock, Arnold. A study of the professional outlook on music education in the United States. Master's, 1940. Ariz. St. T. C., Tempe. 103 p. ms.

1331. Bush, Guy Earl. A study to determine changes necessary to cause the Texas public school band program to conform to certain accepted standards. Master's, 1940. North Texas St. T. C.

1332. Carkhuff, Catherine M. The development of public school music in the elementary curriculum. Master's, 1940. Baylor.

1333. Cattadoris, Florence. The relative effects of pre-band and orchestra, procedure. Master's, 1940. Kentucky. 10 p. ms

Attempts to determine the relative transfer effect of pre-band and orchestra procedures in music education; and to determine the value of the use of the saxette as contrasted with the piano in preparation for the use of standard band instruments.

1334. Clopton, Robert W. A critical examination and appraisal of some educational values in the philosophy of instrumentalism. Master's, 1940. Hawaii. 125 p. ms.

1335. Combs, M. Browning. Social values developed by group music activities. Master's, 1940. Texas.

1336. Cabbage, Ruth Josephine. Some sources of musical information outside the field of music; an analysis of five general reference aids to discover their usefulness in the study of music. Master's, 1939. Columbia.

1337. Culbertson, Paul Raymond. Attitudes and interests of senior high school students in music. Master's, 1940. Colo. St. Coll. of Ed.

1338. Davenport, Annell. An analysis of methods of teaching music notation. Master's, 1940. Cincinnati. 154 p. ms.

Presents an historical essay on methods of teaching music notation in the United States, tracing their development from Lowell Mason down to the present time, and analyzes in detail contemporary methods.

1339. DiGiacomo, Lucille. Music in the rural schools of Boulder County, Colorado. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 35)

Finds that 15 schools have a fairly well organized music program which consists primarily of vocal music; 12 schools have a regular music period but do not offer enough to fulfill the aims of music education; 9 schools have music incidentally; and 4 schools have no music whatever. Recommends the appointment of a county supervisor of music to supervise and improve the music program.

*1340. Dorward, E. Marion. Music education through rhythmic activity for elementary and junior high school teachers: a handbook for professional schools for teachers. Doctor's, 1940. New York. 365 p. ms.

Presents a handbook of rhythmic activities for the improvement of music instruction above the primary grades, giving activities suitable for a classroom without movable furniture. Describes the use of social dance steps as rhythmic activity in the teaching of music at specific age levels.

1341. Doty, Ben McCarrey. A study of instrumental music work of students at McKinley high school who had had instrumental music training in the intermediate schools. Master's, 1940. Hawaii. 143 p. ms.

1342. Dunn, Florence Manatta. The development of community interest in music through the school. Master's, 1940. Ariz. St. T. C., Tempe. 97 p. ms.

Points out that progressive teachers and music educators recognize the need of a closer bond between the school and the community; reviews the use of music in the schools of the United States; and presents a school-community program.

1343. Dwyer, John B. An original treatise on teaching music appreciation in rural and small town high schools. Master's, 1939. Northwestern.

1344. Eberly, Lawrence E. Outline for a course in applied piano, harmony, keyboard harmony, history of music, and music appreciation for high school credits. Teachers college journal, 12: 17-19, September 1940. (Indiana State teachers college)

*1345. Eldridge, Miriam. Music education for better citizenship. Master's, 1940. Boston Univ. 197 p. ms.

Describes the requirements of a better social order and music's contribution to it. Discusses the selection of subject matter and of methods of teaching music in the first 6 grades; and various ways of experiencing music. Recommends that music be incorporated in all courses of study. Shows the need for well-trained, sympathetic, and understanding teachers to initiate elementary-school children in the world of music.

1346. Flesher, Mary. Folk songs in the Texas public school program. Master's, 1940. East Texas St. T. C. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 28-29)

Finds that Texas folk songs with their native cowboy songs, Negro spirituals, and work songs are being utilized rapidly in the music-education program in the public schools.

1347. Fox, Dalton. Values in music education. Master's 1940. East Texas St. T. C. 117 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 29-30)

Discusses the objectives of music education, and shows that music is the best single instrument now being used in educating for citizenship.

1348. Fries, Robert. An arrangement of Grieg's Sonata, opus 13, as a violin concerto for teaching purposes. Master's, 1940. Iowa.

1349. Fritz, J. Carl. A comparison of musical capacity and musical achievement of Spanish-American and American pupils in Morenci junior high school. Master's, 1940. Arizona. 42 p. ms. (Abstract in: University of Arizona record, vol. 34: 28)

Finds that on the Kwalwasser-Dykema music test and the Kwalwasser-Ruch tests of musical accomplishment the American pupils showed statistically significant superiority.

1350. Gaston, E. Thayer. A study of the trends of attitudes toward music in school children with a study of the methods used by high school students in sight-reading music. Doctor's, 1940. Kansas. 194 p. ms.

1351. Galvin, Miriam. An introduction to music for junior college students. Master's, 1940. Cincinnati. 120 p. ms.

Presents a manual for teaching music appreciation in junior colleges, with a discussion of problems in this field.

*1352. Gernet, Sterling. Musical discrimination at various age and grade levels. Doctor's, 1940. Temple. College Place, Wash., College Press, 1940. 160 p.

1353. Giddens, Julia A. The effect of training upon rhythmic discrimination. Master's, 1940. East Texas St. T. C. 56 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 30-31)

Attempts to determine whether or not training in rhythm improves rhythmic discrimination in the children of the intermediate grade. Concludes that training has little effect on the ability to discriminate rhythm; and that training in rhythmic discrimination is more effective with younger children than with those who are more mature.

1354. Gratke, Sam D. Problems in arranging selected works of Bach for high school orchestras. Master's, 1940. Iowa.

1355. Green, Lucile Wilkerson. The preparation and presentation of the musical program in the elementary school with special reference to those presented by Bossier parish schools (Louisiana) in 1938-39. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 198-99)

1356. Grundman, Clare E. Classroom materials for elementary instrumental training. Master's, 1940. Ohio State. 35 p. ms.

1357. Haderer, Walter. Problems in arranging Mozart's Fantasia and Sonata in C minor as high school orchestra teaching material. Master's, 1940. Iowa.

1358. Hallowell, Wilma. Some teaching problems in Beethoven's pianoforte Sonata, opus 14, no. 1. Master's, 1940. Iowa.

1359. Harlan, Henry Grady. An analysis and general evaluation of public school courses of study in music. Doctor's, 1940. Texas.

1360. Hayes, Kenneth. Guidance factors in the selection of students for the study of instrumental music in the public schools of Tulsa, Oklahoma. Master's, 1940. North Texas St. T. C.

1361. Huston, James Stafford. Greek folk music for the elementary and junior high school. Master's, 1940. Ohio State. 50 p. ms.

Presents a collection of usable Greek folk songs with chapters on folk costumes, customs, dances, instruments, and musical history.

1362. Jack, Alberta Phillips. Child development through participation in music. Master's, 1940. Michigan.

1363. James, Ralph B. Problems in arranging a selected group of compositions by J. S. Bach as training material for high school band. Master's, 1940. Iowa.

1364. Jeffers, Rudolph W. An elementary course of study for string instrument classes. Master's, 1939. Ind. St. T. C. 157 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 143, July 1940)

Attempts to develop in the classroom a class method for the string choir, based on folk melodies and standard music works, that the average public-school music teacher could use effectively.

*1365. Johnson, Hazel L. Creative song writing in the elementary school. Master's, 1940. St. T. C., Fitchburg. 100 p. ms.

Justifies the place of creative song writing in the music education program. Describes the methods used in having children create songs, and shows that the creating of such songs aids music instruction; and includes songs created by boys and girls of the first 6 grades in the schools of Ashby, Sterling, Townsend, and Westminster, Mass.

1366. Kongsback, J. Quentin. Problems in arranging selected organ material for high school band. Master's, 1940. Iowa.

1367. Kooistra, Karl. A study of the uniformity of emotional reaction to music. Master's, 1940. Ohio State. 272 p. ms

Describes experiments conducted with three classes in junior and senior high schools and three classes of university students to determine the uniformity of emotional reactions. Finds no significant differences in the reactions of the two sexes; highly significant differences between students with and without musical training.

1368. Kosowsky, Sam H. Problems in adapting Mozart's Fantasia and Sonata (K. 396) for high school orchestra. Master's, 1940. Iowa.

1369. Lampert, Jeanette Carl. The effect of training in music upon scores earned in Seashore's measures of musical talent. Master's, 1940. Kentucky. 50 p. m.s.

Concludes that musical capacity is inherent in the organisms and cannot be materially altered by environmental influence

1370. Lawhon, John E. A study to determine the extent to which music students have a well-adjusted personality. Master's, 1940. North Texas St. T. C.

1371. Lewis, John, Jr. The composition and educational significance of an operetta for use in grades 5 to 7. Master's, 1940. Cincinnati. 118 p. ms.

Presents an original operetta, *Rip Van Winkle*, intended for performance by children of the fifth, sixth, and seventh grades, and interprets its educational significance.

1372. Lowry, Edna. Can students of junior high school age, of normal intelligence, who are objectively below normal according to the Seashore battery improve musically with training? Master's, 1940. Ball St. T. C. 94 p. ms.

Describes an experiment conducted with 21 junior high-school pupils, whose IQ's ranged from 102 to 118, and whose music achievement marks during the elementary school were below average, to whom the Seashore battery and other objective tests were administered at the beginning and at the close of one semester of music study. Finds that these unpromising pupils improved remarkably in musical performance, and that there was great variability in marks on the Seashore test.

1373. Lunstrum, Audrey M. A comparative mental-educational and music survey of the seventh and eighth grades of Deming school, Terre Haute, Indiana, in April 1939. Master's, 1939. Ind. St. T. C. 98 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 140-41, July 1940)

Describes an experiment in which a number of tests were administered to 250 school children to determine whether their music attainments parallel their achievement in general academic fields and in mental abilities. Concludes that achievement in music parallels achievement in academic subjects.

1374. McElvaney, Maude P. The place of the boy choir in public schools. Master's, 1940. East Texas St. T. C. 80 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 38-39)

Traces the history of the boy choir from its beginning in the fourth century to modern times. Concludes that the boy choir is a worth while organization from the standpoints of musical training appreciation, and character development; that better trained voice teachers are needed to direct such choral groups; and that state institutions of higher learning should be prepared to offer special courses for those desiring to work with boy choirs.

1375. McLaughlin, John Hobert. A comparative analysis of six beginning string methods. Master's, 1940. North Texas St. T. C.

1376. Molnar, John W. The composition and production of an operetta for use in secondary schools. Master's, 1940. Cincinnati. 212 p. ms.

Analyzes problems arising in the composition and production of an operetta suitable for performance by high-school pupils, and presents an original operetta.

1377. Morris, Allan R. A test of musical background and interest for prognosis of the children of the sixth, seventh, and eighth grades of the Millwood school. Master's, 1940. Michigan.

1378. Norkett, *Sister Mary Elena*. Music reading problems in a selected list of standard songs for junior high school. Master's, 1940. Iowa.

1379. Palmquist, Marjorie J. Problems in arranging selected Mexican folk songs for high school chorus. Master's, 1940. Iowa.

1380. Rasmussen, Margretha. A basic plan for music education in the first six grades of the Urbana public schools. Master's, 1940. Illinois.

1381. Resler, Cleo. A comparative study of the relative values of voice class procedures. Master's, 1940. Ohio State. 72 p. ms.

1382. Robinson, Mabel Evelyn. The relationship between musical aptitude and other factors. Master's, 1940. Georgia. 40 p. ms.

Finds a positive relationship between musical aptitude, and mental and achievement age.

1383. Sessions, Alfred Putney. The use and improvement in class methods for beginning school band instruction. Master's, 1940. Coll. of the Pacific. 96 p. ms.

Studies published methods for elementary band instruction in use in high schools, chiefly in the San Joaquin valley, Calif.

1384. Shough, Elizabeth. An evaluation of the music of the Protestant church school. Master's, 1940. Ohio State. 20 p. ms.

1385. Smith, Isabell. Survey of the value of music to high school graduates. Master's, 1940. Ohio State.

Finds that music training was of little value to the graduates of three representative high schools in Lawrence County, Ohio, due to the poorly organized school music program and the lack of a community music project.

1386. Spurgin, Ernestine Conner. Teaching music to foreign language groups in elementary school. Master's, 1940. Redlands. 548 p. ms.

1387. Stansberry, Lucille I. Speed versus accuracy in teaching vocal music in the sixth grade. Master's, 1940. Cincinnati. 43 p. ms.

Attempts to determine whether speed or accuracy should have major emphasis in the teaching of school vocal music.

1388. Sunderman, Lloyd Frederick. A history of public school music in the United States, 1880-1900. Doctor's, 1940. Minnesota.

1389. Swanson, Mildred Ann. An analysis of selected songs with particular reference to their use for beginning voice study in the high school and junior college. Master's, 1940. Iowa.

1390. Taylor, Gene. Social values of music education. Master's, 1940. Ohio State. 86 p. ms.

1391. Tea, Garnet J. The effect of music education on the members of the Whittier school community, Taylor, Ohio. Master's, 1940. Michigan.

1392. Thomas, Clifford Vernon. A critical analysis of music materials in contrapuntal form used for the development of music reading in the intermediate grades with specific recommendations. Master's, 1940. Iowa.

1393. VonBrock, Walter F. Educating for democracy through music. Master's, 1940. Ohio State. 85 p. ms.

Finds that 97.8 percent of high-school students believe in democracy, but few have a clear conception of all that it implies; that the public schools are not succeeding appreciably in the teaching of ideals; and that the study of music as a regular school subject can be an effective agency in education for democracy.

1394. Voxman, Lois Wilcox. Problems in arranging Mozart's Serenade in C minor (K. 388) for high school orchestra. Masters, 1940. Iowa.

1395 Waldrop, William. Problems of tone production in flute playing: an experimental analysis. Masters, 1940. Iowa.

1396. Wallace, Vernon Arden. A survey of the musical history and musical resources of a California community. Master's, 1940. Stanford.

1397. Whedbee, Arnold F. Survey of music attitudes. Master's, 1940. Colo. St. Coll. of Ed.

1398. White, John Edgar. A survey of the status of the organization and administration of school bands in New Mexico. Master's, 1940. Texas Tech. Coll. 62 p. ms.

Finds many indications that the school band has a scheduled class for beginners, and band credit is commonly accepted for graduation

1399 Willson, Stanley. Problems in arranging the Finale from Sibelius' Symphony no. 1 in E minor for symphonic band. Master's, 1940. Iowa.

1400. Zenor, Mary Zimmerly. Junior high school music, the vital link between required and elective music. Master's, 1940. Jordan Conservatory. 89 p. ms.

Describes the changes which take place in the music curriculum in the junior high school.

ART EDUCATION

*1401. Bond, Gwendoline Vaplesden. Outline for the history of art for high school students in the City of New York with suggestions to teachers for its use. Dostor's, 1940. New York. 192 p. ms.

Outlines the history of art from prehistoric times to the present, with suggestions for its use.

*1402. Bottorf, Edna Annabelle. An approach to an appreciation of art. Doctor's, 1940. Penn. State. 263 p. ms.

Establishes criteria for judging a work of art. Discusses the meaning of art; the abstract principles of design; materials and their treatment; the purpose and the meaning of art; factors in the development of art. Applies criteria and factors to architecture, sculpture, painting, and other phases of art; and to art education, presenting them as units of work

1403. Bush, Dessa Jane. A study of art education for the elementary grades and a course of suggested activities with possible outcomes. Master's, 1940. Kansas. 118 p. ms.

1404. Buxton, Phyllis Swift. A study of the expression of effect through lines and colors. Master's, 1940. Michigan.

1405. Caruthers, Guinn. The development of mechanical drawing with special reference to the Austin, Texas, high school, 1896-1940. Master's, 1940. Texas.

1406. Cowan, Margaret Louise. A comparison of two methods of presenting art subject matter. Master's, 1940. Georgia. 40 p. ms.

Compares the presentation of subject matter by phonographic recording with silent reading of art subject matter. Finds that better impressions were gained from reading.

1407. Eagle, Clara Marie. The use of local historical material in an art education program. Master's, 1940. Ohio State. 57 p. ms.

Describes the use of folk art in the Western Reserve community, including the mound builder, Delaware Indian, pioneer architecture, sculpture, handicraft, and iron casting in art classes in such activities as puppet and stage design, miniatures, and dioramas. Shows that this material encouraged appreciation for local culture, preserved a documentary record for future use, and stimulated new class interests as projects in sculpture, historic costume, stage design, model, and diorama building. Concludes that the diorama is an important teaching aid for both museum and school.

1408. Farnsworth, Lucile. Creative art in the elementary school. Master's, 1940. Illinois.

1409. Ferguson, Charles C. To determine the effect that a course in design has on skill in judging structural and decorative design. Master's, 1940. North Texas St. T. C.

1410. Fritzinger, Caroline. Appraisal of creativeness in art education through the execution of a mural. Master's, 1940. Cincinnati. 79 p. ms.

Attempts to evaluate art as an essential factor in democratic education; demonstrates the application of art principles in executing a mural. Finds neglect of training in appreciation and a tendency to stress creativeness and relation of art to society. Recommends the integration of art with other curricular offerings, and cooperation of school and community in art projects.

1411. Gebhardt, Ann Stellhorn. Process of learning in portrait painting. Master's, 1940. Ohio State.

1412. Gruse, George M. The justification of a general drawing course for high school boys interested in technical work in college. Master's, 1940. Stout. 39 p. ms.

1413. Hargis, Velma Crow. Art appreciation in the senior high school since the World War. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 166-67)

1414. Hunt, James Robert. The vocational value of mechanical drawing in the Milby senior high school. Master's, 1939. Agr. and Mech. Coll. of Texas. 30 p. ms.

Describes interviews with 110 pupils who had completed two or more semesters of drawing during the years 1933-38 and who were gainfully employed, to determine the type of employment and the relation of drawing to the job. Finds that 29 percent of the boys considered mechanical drawing an aid in their work; that 43 percent of them believed their drawing knowledge was either a present or a possible future vocational asset; that 47 percent do some technical sketching; 33.6 percent read charts, maps, or diagrams; 32 percent do some calculation; and 11 percent are engaged in drafting.

1415. Hunter, Allene Moreland. Intelligence and critical art ability. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 57-58)

Describes an experiment in which the Henmon-Nelson intelligence test, and the McAdory art test were administered to 464 boys and 489 girls distributed almost equally among the seventh, eighth, and ninth grades of a junior high school. Concludes that pupils of superior intelligence are superior in art judgment.

1416. Josseland, Louis L. The evaluation of a method of teaching ninth grade general drafting. Master's, 1940. Colo. St. Coll. 109 p. ms.

Describes an experiment in which the control group in the ninth grade of the high school in East Moline, Ill., used regular drawing equipment in studying drafting, and the experimental group made models and drew plans by free-hand sketching.

1417. King, Kenneth A. A study of needs in mechanical drawing subject matter as indicated by employers in Grand Haven, Michigan. Master's, 1940. Michigan.

1418. Lamb, Delbert M. A study of art education in Utah high schools. Master's, 1939. Utah. 72 p. ms.

1419. Mariani, John. A study of the freshman art appreciation program at Colorado State college of education. Master's, 1940. Colo. St. Coll. of Ed.

1420. Mason, Edward G. Commercial drawing. Master's, 1940. Ohio State. 32 p. ms.

Discusses 10 commonly used commercial art media with original examples.

*1421. Milne, Wilhelmina. Art and crafts activities in the Boston settlements. Master's, 1940. Boston Univ. 189 p. ms.

Discusses art and crafts activities in the Boston settlements for 1938-39; compares these activities in 20 selected settlements in the Boston area for the years 1936-37 and 1938-39. Discusses the relation of art to the settlement; and suggests a general policy for art and crafts activities in the settlements.

1422. Moreno, Jose A. Art curriculum for the elementary schools of Puerto Rico. Master's, 1940. Colo. St. Coll. of Ed.

1423. Neblatt, Sarah E. Comparative study of six art units in Boston as to creative element in programs. Master's, 1939. T. C., Col. Univ. 72 p. ms.

1424. Pennington, Mary Floyd. A comparative study of the auditory and visual methods of presenting selected art materials to elementary school children. Master's, 1940. Georgia. 40 p. ms.

Compares the silent reading of art material with listening to the material being read by someone else. Finds silent reading more effective.

*1425. Smith, Emanuel A. A study of college art education in the United States. Master's, 1939. New York. 91 p. ms.

Discusses the beginning of art instruction in American colleges; college art education after the War Between the States; the recognition of the fine arts as part of the curriculum; aims of college art education; typical art values to be acquired; methods of teaching; the college fine art curriculum; and art education in college from 1906-34.

1426. Steigner, Elizabeth R. Art resources for junior high school based upon areas of living and relationships within these areas: an integrating program. Master's, 1939. T. C., Col. Univ. 40 p. ms.

Studies a way of teaching art in connection with the areas of living studied in the junior high school in Montgomery County, Md. Shows the importance of art.

1427. Stoops, Victor Leroy. The use of proven art principles in creative sculpture. Master's, 1940. Colo. St. Coll. of Ed.

1428. Strange, Mary. Summary of scientific investigations relating to art. Master's, 1940. Baylor.

1429. Sullivan, Brinton Elliot. A bibliographic manual of color photography. Master's, 1939. St. Coll. of Wash. 106 p. ms.

1430. Wiest, Donald K. Creative art expression through the study of modern stage design. Master's, 1940. Colo. St. Coll. of Ed.

1431. Williams, Mary Lodge. A study of some of the influences of the Bauhaus theories on art education in the United States today. Master's, 1939. Ohio Univ. 64 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 69)

States the Bauhaus theories. Finds that some of the Bauhaus theories are in practice to varying degrees in several colleges in the United States; that former instructors, students, or followers of such theories are actively engaged in the educational or in the industrial field and have made definite contributions of importance.

1432. Wood, Hettie W. Fostering the creativeness of the child through art expression in the elementary school. Master's, 1940. East Texas St. T. C. 135 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 66-68)

Analyzes replies to a questionnaire concerning the present status of art education in 10 Southern states. Concludes that art education is making it possible for more children to enjoy greater art experiences in the elementary school; that art is making a worthy contribution to education in the integrated school program; and that greater provision is being made for advancing creativeness in art expression.

DRAMATICS

*1433. Blanchard, Fred C. The place of Maxwell Anderson in the American theatre. Doctor's, 1939. New York 411 p. ms.

Presents a study of Anderson's 20 full-length plays and other miscellaneous works; a compilation and comparison of critical opinions from many sources; a study of trends and tendencies of the American theatre; and an estimate of his influence on contemporary drama. Gives a brief biographical sketch, including his teaching experience, and his journalistic work prior to his work as a dramatist.

1434. Bogen, Paul L. Diagnostic studies of abilities of students in dramatic art, V. Master's, 1940. Iowa.

*1435. Bradford, Arthur Lenox. The direction of educational dramatics in the high school. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1940. 8 p. (Abstract of Contributions to education, no. 241)

1436. Davis, Harry Ellerbe. First principles of stage lighting: a textbook plan. Master's, 1940. T. C., Col. Univ. 89 p. ms.

Presents a plan for a basic text on stage lighting for college use.

1437. DeCou, G. Elinore. A survey of dramatic productions in selected high schools of New Jersey. Master's, 1939. Temple 138 p. ms.

1438. Easterly, Mabel F. Dramatic work in junior high school. Master's, 1940. East Texas St. T. C. 113 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 70-71)

Presents a critical evaluation of dramatic work as a literary device in teaching language arts in the junior high school. Gives two short plays with directions for producing them.

1439. Eaves, Ellen Mae. Diagnostic studies of abilities of students in dramatic art, I. Master's, 1940. Iowa.

1440. Ferguson, Phyllis Marschall. Individualizing the purpose in school play production with some school made plays. Master's, 1940. Pittsburgh.

*1441. Gabelman, Lois Smith. A guide to plays for Christian education. Master's, 1939. East. Baptist. 47 p. ms.

Sets up criteria for the selection of plays. Lists the plays under the following headings: Biblical, Christmas, Easter, missionary, and special days. Includes a bibliography, and a list of publishers with their addresses.

1442. Hull, Robert M. Diagnostic studies of abilities of students in dramatic art, II. Master's, 1940. Iowa.

1443. Lacklen, Robert Jones. Exploratory studies of dramatic ability. Master's, 1940. Stanford.

*1444. Michaelow, Michael. The existence of hand-pantomime in the masque figure designs of Inigo Jones. Master's, 1940. New York. 55 p. ms.

Discusses his style of drawing and understanding of the use of the hand in gesticulation; the significance of the hand attitudes, and of areas of the hand in pantomime.

1445. Murray, Jean Olmstead. The aims of the little theatre in American colleges and universities. Master's, 1939. Ohio Univ. 65 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 47)

Traces the history of the little theater. Shows that community and university theaters are catering more and more to audience tastes and lowering their standards.

1446. Patti, Joseph B. The drama as a medium for the study of life problems. Masters, 1940. Buffalo.

1447. Baika, Anna C. Diagnostic studies of abilities of students in dramatic art, III. Master's, 1940. Iowa.

1448. Ramstad, Edith Winchester. Methods to be used in recreational dramatics for children, derived from a comparative study of existing procedures. Master's, 1939. Stanford.

1449. Schmidt, Walter C. A case study of the insight of high school students into elements of characterization. Master's, 1940. Iowa.

1450. Selanders, Bonnie Mae. The observance of certain classical practices in modern tragedy. Master's, 1940. Kans. St. T. C., Emporia. 122 p. ms.

1451. Somny, Mary Schiler. An evaluation of special classes in dramatization in the elementary schools. Master's, 1940. Iowa.

1452. Strode, Barbara Jeanette. A study of dramatics in the first, second, and third groups of the Smith college day school. Master's, 1939. Smith.

1453. Vorwald, Loretta R. A study of preferences of seventh grade students for realistic and non-realistic plays. Master's, 1940. Iowa.

1454. Wible, Josephine. The use of climax in 61 performances of one-act plays produced by high schools. Master's, 1940. Iowa.

1455. Wignall, Flavia Josephine. Dramatics in the elementary schools. Master's, 1940. Texas.

SPEECH EDUCATION

1456. Brennan, Margaret Virginia. A study of the influence of Quintilian on the teaching of speech from the Renaissance to the nineteenth century. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 184-88)

1457. Cade, Grace McCallum Jones. Secondary school speech education as an aid in guidance. Master's, 1940. Texas.

1458. Chesley, Arthur. A course of study in debating for high school pupils. Master's, 1940. Cincinnati. 67 p. ms.

Develops a course of six units for training in debating in high school.

1459. Cross, Henry Norman. A study of the thinking-feeling-doing triotomy: its application in the field of speech. Doctor's, 1940. Southern California.

Examines the principle that thinking, feeling, and doing are fundamental components of the mind; suggests their relation to wisdom, beauty, and goodness; discusses theory, art, and practice. Presents a general classification in the field of speech; and recommends a theory stressing active and social factors.

1460. Culp, Mary Lou. Choral speech. Master's, 1940. Ohio State. 134 p. ms.

Attempts to view comprehensively all major aspects of choral interpretation of poetry for high-school students and adults.

1461. Freed, Conrad. The role of speech in the education process. Doctor's, 1940. Southern California.

Shows that educational trends are toward reduction of specialization and compartmentalization in curricula in favor of broader and more integrated offerings and more socialized techniques. Concludes that speech techniques will play an enlarged role in future educational developments.

1462. Hartung, Frederick. A formula for tone production. Master's, 1940. Ariz. St. T. C., Tempe. 96 p. ms.

Concludes that coordinating breath, resonance, and focus as a unit is most conducive to satisfactory permanent results in voice building, especially in senior high school or first-year college.

1463. Herndon, Lucile Tway. A survey of speech correction programs maintained by state departments of education and by selected cities of the United States. Master's, 1939. Stanford.

1464. Holcombe, Ray Edward. Implications for the teaching of speech derived from experimental studies in speech made since 1930. Doctor's, 1940. Wisconsin.

*1465. House, Ralph Woodard. The efficiency of a program of initial instruction on the pronunciation skills at the fourth grade level as evidenced in skills growth. Doctor's, 1940. Penn. State. 420 p. ms.

Attempts to determine how successfully fourth-grade pupils can master the use of a complete symbolization, as measured by independent analysis of unfamiliar words, following a controlled experience with a specific form of instructional material. Describes an experiment conducted in the public elementary schools of Altoona, Pa., using three experimental groups of fourth-grade children, and a control group at the same level, in which the National intelligence test, scale B, the New Stanford reading test, form Z, visual and auditory discrimination tests, and a pronunciation test were administered. Concludes that the ease and success with which fourth-grade pupils can use a complete symbolization as a phonetic aid in analyzing new words seems to depend largely upon the method of instruction, the materials of instruction, and the complete symbolization employed. Lists instructional materials for learning to analyze words.

1466. Kaump, Ethel Amelia. An analysis of the structural differences between the oral and written language of 100 secondary school students. Doctor's, 1940. Wisconsin.

1467. Knapp, William Jennings. A comparative study of the effect of two types of projects in speech education on the development of speech personality. Master's, 1940. Colo. St. Coll. of Ed.

1468. Kurz, Marguerite M. Choral speaking in the public schools. Master's, 1940. Ohio State. 90 p. ms.

Studies the benefits, methods, advantages, and dangers in using choric speech as a group activity for school or civic purposes.

1469. Linton, Louise Marie. An experimental study of speech-sound discrimination. Master's, 1939. Stanford.

1470. Polk, Lillian B. A debating program for Louisiana high schools based on current debating league practices. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 207.)

1471. Rahe, Herbert Edgar. The history of speech education in 10 Indiana colleges. Doctor's, 1940. Wisconsin.

*1472. Reary, Hilda S. A study of the speech needs of high school students in a Pennsylvania German community. Master's, 1940. Maine. 254 p. ms.

Studies the speech needs of all of the students in grades 9, 10, 11, and 12, a total of 512 students, in the public schools of Boyertown, Pa., many of whom speak the Pennsylvania German dialect. Finds that speech throughout the school was marked by slovenliness and incorrect and indistinct articulation. Studies data concerning the personal history, speech history, and family background of the students. Finds that most of the students and their parents were born within the area; that most of the pupils were employed during vacations or after school; that their limited vocabularies were due to the fact that they did little reading; that they had a normal amount of social activity and spent a normal amount of time on hobbies, sports, and music; that Pennsylvania German was spoken in 86 percent of the homes.

1473. Schampain, Janice R. The extent to which choral speaking may aid high school pupils in the enjoyment of poetry. Master's, 1940. Coll. of the City of N. Y. 30 p. ms.

1474. Swanson, Ila Harris. A method of supervising speech improvement in the lower elementary grades. Master's, 1940. Iowa.

1475. Trosclair, Corrinne M. The comparative study of everyday speech improvement under two types of teaching procedures. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 208.)

Compares the textbook method of teaching speech with the progressive method, using 48 high school seniors as subjects. Finds that the group taught by the progressive method showed vast improvement over the group taught by the textbook method.

1476. Wentworth, Edith T. A survey of methods of improving pitch usage in speech. Master's, 1940. Iowa.

1477. Weyland, Henry A. A Michigan high school debate program based on the objectives of high school debating. Master's, 1940. Michigan.

JOURNALISM

1478. Anderson, Agnes Mary. Experimental research in creative writing in junior high school. Master's, 1940. Pittsburgh.

1479. Beinert, Carl John. Practices in publishing, managing, printing, and financing pupil produced newspapers in the public high schools of Iowa. Master's, 1940. Iowa State. 49 p. ms.

1480. Davis, Ivan W. High school yearbook practices in Ohio. Master's, 1940. Ohio State. 79 p. ms.

1481. Davis, Jewell Ross. A suggested course for teaching non-professional journalism in a state teachers college. Master's, 1940. Missouri.

1482. Freitas, Dolores Marie. A survey of college newspapers to determine existing and desirable standards. Master's, 1940. Stanford.

1483. Gordon, Allan Thomas. A psychological study of creative writing. Master's, 1940. Ohio State. 100 p. ms.

Reviews approximately 1,000 student themes, and compares the theme material with the personality of the writers.

1484. Hertel, Charles A. A workbook for senior high school journalism students. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3 : 53-54)

Presents a workbook to parallel and supplement the textbook *Journalism and the School Paper*, by DeWitt C. Reddick.

1485. Huber, Paul. The high school annual. Master's, 1940. Stout. 59 p. ms.

1486. Manley, Bruce J. The extent to which certain writing techniques and journalistic policies are used in Michigan high school newspapers. Master's, 1940. Michigan.

1487. Murray, Lillian Annabel. A history of the University of Texas press bureau and a comparative study of press bureaus in other higher educational institutions. Master's, 1940. Texas.

1488. O'Brien, John Randall. The publication of annuals in the small high and elementary school. Master's, 1940. Ariz. St. T. C., Tempe. 56 p. ms.

1489. Ostrom, Agnes Hinkle. Women in Indiana journalism. Master's, 1940. Missouri.

1490. Prendergast, James Joseph. Business practices in publication and financing of high school newspapers in Washington, Oregon, and California. Master's, 1940. Washington. 120 p. ms.

Covers information from 86 high schools publishing a school newspaper. Finds that they carried excessive amounts of advertising in order to pay for the paper, and that there was no uniformity in printing costs.

1491. Thayer, Helen M. A study of the content of newspapers in the senior high schools of New Jersey. Master's, 1939. Temple. 63 p. ms.

1492. Wickard, Esther Laura. A teacher's manual for the teaching of creative writing, including student examples. Master's, 1940. Colo. St. Coll. of Ed.

1493. Windes, Leldon Curtis. The mimeographed annual in the high school Master's, 1940. Ariz. St. T. C., Tempe. 120 p. ms.

Compares the publication of a mimeographed annual in the high school with the planographed, printed, and engraved yearbooks. Concludes that an attractive yearbook can be published by the high school at much less expense than a planographed, printed, or engraved yearbook, and that the mimeographing can be done at the school with student participation.

1494. Woodhouse, Charles George. A perspective of journalistic activities in the American high school. Master's, 1940. Washington. 137 p. ms.

Surveys prize-winning high-school newspapers in the United States and Hawaii

THRIFT EDUCATION

1495. Royer, J. Everett. Investment principles as practiced by five rural communities in Indiana. Master's, 1940. Ball St. T. C. 98 p. ms.

Attempts to determine the relationship between the investments actually possessed by investors in these communities and what various authorities in the investment field consider to be a sound investment program. Offers suggestions as to the duty of the school in the teaching of the investment of savings.

SAFETY EDUCATION

1496. Ahalt, Henry C. Driver education and training. A tentative course of study for junior and senior high schools. Blacksburg, Virginia polytechnic institute, 1939.

1497. Bell, Maurice Harold. Safety conditions and safety education in the schools of Bath county, Virginia. Master's, 1940. Virginia. 124 p. ms.

*1498. Brown, Hubert E. A study of safety in the elementary and junior high schools of New York City. Doctor's, 1938. New York. 228 p. ms.

1499. Christman, Webster March, Jr. A study of certain administrative features of driver education and training courses in the high schools of the United States in 1940. Master's, 1940. Penn. State.

*1500. Clark, Margaret Consuelo. Preparation of a course of study in safety education for the elementary and junior high schools of Bergen county, New Jersey. Master's, 1939. New York. 41 p. ms.

Describes the construction of a course of study in safety education prepared to set up definite objectives in safety education, and to offer suggestions to teachers on the use of the material outlined.

*1501. Gilbert Ellwyn A. The present status of safety education in Michigan public schools. Master's, 1940. New York. 71 p. ms.

Analyzes state regulations, school board policies, present practices and procedures in public-school safety teaching, courses offered by teacher-training institutions in safety, and suggestions for organization and administration of safety training.

1502. Gjestson, Mathew E. Safety in the use of woodworking power machinery. Master's, 1940. Stout. 141 p. ms.

1503. Haskins, W. P. The problem of safety education in rural schools. Master's, 1940. Ohio State. 123 p. ms.

1504. Horton, Henry Allan, Jr. The history and development of the safety patrols in the Austin public schools. Master's, 1940. Texas.

1505 McIntyre, Morris William. Building units for accident prevention education for elementary and secondary schools. Master's, 1940. Ariz. St. T. C., Tempe. 61 p. ms.

1506. Rex, Dean G. Administration and supervision of a safety program for primary grades. Master's, 1940. Ohio State. 91 p. ms.

Finds a great need for safety education in the primary grades of the Mansfield, Ohio, schools. Shows that little has been done in this field.

1507. Schaefer, Seley E. A study of accidents touching the homes of Goose Creek school children and recommended topics to be covered in safety education in the local schools. Master's, 1939. Agr. and Mech. Coll. of Texas. 36 p. ms.

Recommends that a program of accident prevention be taught in elementary schools.

*1508. Tipton, Lawrence B. Rutgers university and the problems of traffic safety in New Jersey. Master's, 1940. New York. 77 p. ms.

Studies the problems of traffic safety in New Jersey. Compiles a curriculum in traffic engineering, traffic education, and traffic enforcement which can be integrated into existing departments and colleges at Rutgers University.

HEALTH EDUCATION

1509. Baker, John Newton. Sex education in high school. Master's, 1940. Tennessee. 150 p. ms.

Finds a need for a well-balanced program of sex education in high schools. Indicates that 28 States give little or no attention to sex education, 9 States have established courses in various districts, and 10 States lead the Nation with State-wide attention to sex education in the high school. Shows that sex-education courses should be inaugurated only when teachers have been given special training in subject-matter treatment; and that course content should cover sex education from the sociological, psychological, and physiological viewpoints.

1510. Bell, Juliet. Psychological aspects of dental treatment of children. Doctor's, 1940. T. C., Col. Univ.

Deals with the behavior of 93 children, aged 3 to 8 years, and 37 dentists in New York City during dental treatment of the children, the opinions of the children concerning treatment procedures used by the dentists, and parents' reaction to, and contact with, the dental-treatment situation. Offers practical suggestions for modifying procedures employed by dentists with child patients; shows a need for including in the curriculum for dentists in training a course in child development, child psychology, and methods of working with parents of child patients; and calls attention to the need of a program of parent education in connection with the dental treatment of children.

1511. Berry, Howard C. A health survey of high school children in Mercer County, Ohio. Master's, 1940. Bowling Green. 50 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-40: 8-10)

Surveys, by questionnaires administered to high-school pupils, the health habits of the community, and opinions on: Medical and hospital facilities; bathing and health; brushing of teeth; number of hours of sleep; smoking and drinking; patent medicine; health practices; accident prevention; and sex instruction.

1512. Blevins, T. R. A proposed health and safety program for interhigh school athletics. Master's, 1940. Colo. St. Coll. 101 p. ms.

Studies the health and safety provisions of interscholastic athletics in the first class high schools of Colorado. Offers suggestions for improving the programs.

1513. Brown, Katharine Hancock. Health problems of intermediate children of Kentucky State college training school. Master's, 1940. Ohio State. 88 p. ms.

Discusses health factors and conditions of the school and school community. Shows a need for parents' understanding of nutrition and its relation to poor vision, bad teeth, and general body development; and for the school to do more in promoting leisure-time activities among the children and in the community.

1514. Burgess, Harold Udell. The status of sex education in various schools as interpreted by graduate students of the University of Michigan. Master's, 1940. Michigan.

1515 Crunkilton, Virgil Leon. Relationship between health knowledge and health practice on selected grade levels. Master's, 1940. Ohio State. 64 p ms.

Studies the relationship between health knowledge and health practice on the sixth and ninth grade levels in one city. Concludes that environment affects the relationship. Finds a lack of knowledge concerning the causes of colds, and the effects of alcohol and tobacco.

1516. Dexter, Genevieve. A survey of the extent and adequacy of the co-ordination of the health program of Yola county, California. Master's, 1939. Stanford.

1517. Doolen, Bryan C. A course of study in health and physical education for boys. Master's, 1940. Arizona. (Abstract in: University of Arizona record, vol. 34: 23)

Discusses the relationship of physical education to general education, and presents a workable course of study in health and physical education for high-school boys

1518. Downey, Helen V. An investigation of the erythrocytes of normal young men throughout a school year. Doctor's, 1940. Fordham.

*1519. DuBois, Goddard. The relationship between the posterior view contour of the human body and the bilateral alignment of its skeletal framework. Doctor's, 1939. New York. 135 p. ms.

*1520. Gibson, Weldon. A program of health education for Southgate elementary school, Corpus Christi. Master's, 1940. Texas Coll. of Arts and Inds. 129 p. ms.

Describes the preparation of a health education program for an elementary school with a preponderance of Spanish-culture children. Discusses the needs in health education; cooperative and routine procedures; and the organization of specific subject matter by grades.

1521. Griffey, Gadmar Vivian. A program of health supervision for rural schools of Fresno county, California. Master's, 1940. Stanford.

1522. Heberer, Clarence George. A critical compilation of hygiene materials as a partial modification of the science course in the seventh and eighth grades of rural elementary schools. Master's, 1940. Colorado (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 53)

Formulates a list of health topics with which courses of study in rural health should deal; evaluates health materials which might be used in the teaching of health in rural and village schools; studies fears, superstitions, and fallacies still prevalent in these communities; and studies the desires of rural teachers as to ways of improving the rural-health program. Indicates that no seventh- and eighth-grade science textbook covers all the important rural-health problems; that not enough time is given to teaching health in rural communities; that teachers and rural-health officers do not cooperate to promote the best results.

1523. Holbert, Joe. A survey of the health and physical education programs for boys in the independent affiliated high schools within a radius of 150 miles of Junction, Texas. Master's, 1940. North Texas St. T. C.

1524. Jacob, Violet Benito. The history of the development of dental hygiene in the elementary public schools of Dallas, Texas, from 1925 to 1939. Master's, 1940. North Texas St. T. C.

1525. Karwoski, Ben John. A survey of the health, physical education, and recreation programs in the small secondary schools of Michigan. Master's, 1940. Michigan.

1526. Kimbrough, J. O. The coordination of health instruction with social studies on the secondary level. Master's, 1940. Georgia.

1527. Knowles, J. Winlon. To determine the status of sex education of high school seniors. Master's, 1940. North Texas St. T. C.

1528. Lambert, Claud Standard. The effects of six weeks camping on the physical development of boys. Master's, 1940. Texas.

1529. Logan, Greba Theone. Curriculum units in health education. Master's, 1940. Stanford.

1530. Lu, Hui Ching. A comparison of the posture of Chinese and American girls on the basis of the MacEwan method of objective grading. Master's, 1940. Wellesley. 84 p. ms.

Finds that the MacEwan method and grading scale are applicable to Chinese girls of college age.

1531. Manwell, Everett Andrus. The development of suggestions for teaching materials from physiology, hygiene and related areas. Doctor's, 1940. T. C., Col. Univ.

Describes the preparation and applications of teaching materials designed to implement a philosophy of science teaching. Illustrates a technique of developing curriculum materials which is suitable for application in other areas of science teaching.

1532. Mikesell, Ralph E. The organization and administration of a health and physical education program for Coshocton county. Master's, 1940. Ohio Univ. 277 p. ms. (Abstract *in*: Ohio university. Abstracts of master's theses . . . 1940: 34)

1533. Mitchell, Mildred E. A teacher's manual for a social hygiene course for girls in senior high school. Master's, 1940. Michigan.

1534. Montgomery, Rose Frances. The sociological significance of sex education in the high school. Master's, 1940. Ariz. St. T. C., Tempe. 341 p. ms.

Reports an 8-year sex-education project involving 400 students. Finds that the students responded wholesomely to the sex education given and approved of the offering of sex education in the school.

1535. Moran, Joseph W. A study of the health knowledge of elementary school teachers. Master's, 1940. Michigan.

1536. Myers, Ward Grant. A health and physical education program for the Rapid City public schools. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 89)

Finds no program of health and physical education for the elementary grades; inadequate playground and gymnasium equipment; inadequate office space and equipment for health officials; and a limited intramural program. Formulates a health- and physical-education program to meet the needs of the youth of the community.

1537. Newport, Richards Lamar. A study of the tuberculosis unit taught in the high schools of Tennessee, 1938-39. Master's, 1940. Tennessee. 146 p. ms.

Finds that approximately 40 percent of all the students in average daily attendance reported having received instruction on tuberculosis.

1538. Page, Howard Eastman. The relation between area of stimulation and intensity of light at various levels of visual excitation as measured by pupil constriction. Doctor's, 1940. Clark. (Abstract *in*: Clark university. Abstracts of dissertations and theses, vol. 12: 30-35)

1539. Pearcy, Evert B. Sex education in the senior high schools of New Jersey. Master's, 1940. West Virginia. 47 p. ms.

1540. Pinckes, Bertha. A comparative analysis of individual growth curves of height, trunk, and legs. Master's, 1940. Iowa.

1541. Quigley, Dorothy Rose. A suggested program of health instruction in Catholic girls secondary schools. Master's, 1940. St. Louis.

1542. Rapson, Harold C. An objective evaluation of certain aspects of a functional health program in an elementary school. Master's, 1940. Michigan.

1543. Ray, Melvin. A survey of the work of the state health department in the Oregon schools for the years, 1928-32-33-38-39. Master's, 1940. Oregon.

1544. Richardson, Ralph S. A research study of the prevalence of venereal disease among senior high school boys and the attitude of the community toward venereal instruction. Master's, 1940. Ind. St. T. C. 65 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 150, July 1940)

Analyzes replies to questionnaires sent to junior and senior boys of eight high schools in Starke and Jasper Counties, Ind.; to the parents of these boys; to graduates of these high schools; to 100 school principals; to 100 physicians; and to 100 clergymen. Shows that most of the groups answering the questionnaires felt that boys should have some knowledge of venereal diseases; that 57 percent of the principals said that venereal instruction was given in their high schools; and that the outstanding objection for giving such instruction was the incompetence of teachers.

1545. Sims, Bessie Maude. A study of the dental hygiene program in the Wolfen elementary school of Amarillo, Texas, to determine the needs for a preventive program in dental hygiene. Master's, 1940. North Texas St. T. C.

1546. Sims, Frances M. Correlation between health information and health practices of sixth grade girls. Master's, 1940. Texas.

1547. Smith, Lola Ethel. A survey of the programs of health and physical education for girls in the senior high schools of District 4 of the Texas State teachers association. Master's, 1940. North Texas St. T. C.

1548. Smith, Pauline K. A college health program. Master's, 1940. Peabody. 161 p. ms.

Shows the need for a more efficient health program at the college level, and suggests a method by which this need can be met.

1549. Spriestersbach, D. Caryl. An objective study of the dimensions and movements of the peripheral oral structures. III. Master's, 1940. Iowa.

*1550. Storey, Edward J. Free printed materials in health education. Doctor's, 1940. New York. 157 p. ms.

Collects and evaluates free booklets, posters, and other printed material available for health education in the United States.

*1551. Thompson, Ethel M. A study of the energy expenditure and mechanical efficiency of young girls and adult women. Doctor's, 1940. Columbia. New York, 1940. 45 p.

Compares the energy expenditure of six 9-11-year-old girls with that of six normal adult women between the ages of 21 and 28. Finds no consistent relationship between the mechanical efficiency and the body weight of these subjects.

1552. Whatley, John S. A proposed plan of public health for the Rayville high school district. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32, N. S.: 63)

Proposes a health program which will be the result of the combined efforts of the health unit, schools, local organizations, and Government agencies toward public health improvement.

1553. Whitlock, Marjorie Jeanne. A study of 60 cases of athlete's foot infection. Master's, 1940. Stanford.

*1554. Willgoose, Carl Edward. Certain physiological effects of tobacco smoking. Master's, 1940. Boston Univ 104 p ms

Attempts to furnish information to health educators, physical educators, and classroom teachers in order that they may be more enlightened in their instruction. Describes an experiment conducted with 15 young men between the ages of 20 and 25 to determine the effect of smoking on the individual. Shows that some individuals get a stimulation immediately following smoking, while others get more of a stimulation from rest alone; and that substances containing nicotine are depressants to the human organism.

1555. Wimmer, John A. A health program for the Uniontown school system, and the results of its use for one year. Master's, 1940. Kans. St. T. C., Pittsburg. 43 p. ms.

Studies the organization of a health program in a small rural town, based on needs as determined by questionnaires to parents, personal surveys, medical examinations of students, and previous records of school absences and their causes. Shows marked improvement in the school and the community as the result of its use

1556. Wolstenholme, David C. Incidence of posture deviations in 1,472 boys, ages 6 to 17. Master's, 1940. Temple. 63 p. ms.

1557. Yost, Thelma Chitwood. To determine the correct organization, method, and content of a senior high school course on marital relations. Master's, 1940. North Texas St. T. C.

MENTAL HYGIENE AND PSYCHIATRY

1558. Ames, Viola Caprez. Effect of expressive methods of child psychotherapy upon intellectual efficiency. Master's, 1939. Fort Hays Kans. St. Coll. 149 p. ms.

1559. Birrer, Ivan J. A comparison of the performance of a group of normal and psychotic women on the cursive miniature situations test. Master's 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 106-108)

Describes an experiment in which the miniature-situations test was administered to an experimental group of 46 female patients diagnosed as psychotic who were confined in the Worcester State Hospital, and to a control group of 49 normal women similar in age and intelligence. Finds that the normal groups makes a significantly higher score than the psychotic group in total-test score and on each of the eight sub-tests; that the psychotic group is more severely affected by conditions of haste, becomes fatigued more easily than the normal group; and that estimates of high obsessional tendency correlate positively with total-test score

1560. Bollin, Alice Margaret. Construction of a check list for determining the extent to which sound principles of mental hygiene are being applied in a junior high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies. General series (A) vol. 26, no. 3: 22)

Describes the development of a check list of 42 principles of mental hygiene, which was checked by the principal of the junior high school being studied, and by the principals of four other schools of approximate size. Diagnoses the strengths and weaknesses in promoting mental hygiene in this school.

1561. Dent, Mary I. Mental hygiene for primary children. Master's, 1940. East Texas St. T. C. 164 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 22-23)

Stresses not only the curative but the preventive function of mental hygiene in reducing the problems of mental illness and in the development of integrated personalities. Shows that through the cooperation of the home, the community, the church, and all other non-school agencies with the school agencies, delinquency, truancy, and other behavior problems could be met successfully and the development of wholesome personalities could be provided for.

1562. Eckert, Ralph Glenn. A mental hygiene approach to speech instruction as a means to personality adjustment. Doctor's, 1940. California.

Attempts to determine whether or not measurable changes in personal adjustment occurred during a speech course in which a mental-hygiene approach was employed. Describes an experiment conducted with 190 students in beginning-speech classes at San Jose State College to whom a series of tests were given before and after a 12-week period. Finds evidences of measurable improvement in adjustment.

1563. Fairbanks, Helen. A semantic analysis of psychopathological language behavior. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Analyzes 3,000-word language samples obtained from 10 schizophrenic patients and from 10 freshman students at the University of Iowa. Finds that the schizophrenics had a smaller vocabulary and referred to themselves more than did the freshman group.

*1564. Fischer, Frank. Cerebral palsy: with case histories from Pickaway County, Ohio. Master's, 1940. Ohio State. 84 p. ms.

Describes methods of training spastic children. Lists centers for spastics in the United States.

1565. Hales, Lynn. A mental health survey of 1,000 high school students in Salt Lake City. Master's, 1939. Utah. 92 p. ms.

1566. Jacob, Joseph Simeon. The prediction of the outcome-on-furlough of dementia praecox patients. Doctor's, 1940. Georgia.

1567. McKeon, Helen M. A study of mental problems handled by a welfare agency. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 116-17)

Studies 129 closed cases of the Catholic charities of Brooklyn, and finds that they were referred to child-guidance clinics; other mental-hygiene clinics; children not referred to mental-hygiene clinics; and adults presenting mental and behavior problems. Reveals an opportunity for the use of a number of community resources such as churches, adult-education groups, recreation centers, and schools.

*1568. Rice, Sister Mary Berenice. Diagnosis of the mental hygiene problems of college women by means of personality ratings. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 70 p.

*1569. Rogan, Catherine Pauline. An analysis of certain experimental literature on the theory of mental discipline. Master's, 1940. Maine. 120 p. ms.

Finds that the present plan of experimentation has evolved from a succession of attempts to make investigations more scientific.

1570. Stevens, Andrew Craig. Recreational therapy in California hospitals for the mentally ill. Master's, 1940. Stanford.

†1571. Witmer, Helen Leland. Psychiatric clinics for children with special reference to state programs. New York, Commonwealth fund, 1940. 437 p. (Smith college)

Describes the theoretical and historical background of clinical child psychiatry. Surveys State financed clinics; and sets forth general principles that should be considered by clinicians, administrative officers and boards, legislators, and others concerned with the planning of psychiatric service for children.

PHYSICAL EDUCATION

1572. Bagwell, John Worth. Suggested administrative procedure in physical education and recreation in the high schools of Franklin parish, Louisiana, to satisfy State requirements. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 174)

1573. Barrowman, Elizabeth. The status of physical education for women in the teachers colleges of the State of Oklahoma. Master's, 1940. Michigan.

1574. Baylous, Robert L. A survey of physical education for boys in the secondary schools of Logan county, West Virginia. Master's, 1940. West Virginia. 60 p. ms.

1575. Belding, Lester Coit. History of physical education and athletics in the South Dakota intercollegiate athletic conference. Master's, 1940. Iowa.

1576. Bennett, C. D. Administration of physical and health education in Pickaway county. Master's, 1940. Ohio State. 83 p. ms.

1577. Bippus, Helen K. A history of physical education for women in West Virginia university. Master's, 1940. West Virginia. 71 p. ms.

*1578. Boynton, Dorothy A. Participation in physical education activities during menstruation. Master's, 1939. New York. 93 p. ms.

Studies girls in the junior and senior high schools of Piqua, Ohio. Analyzes practices advocated by doctors and teachers of physical education in schools of various cities and States. Concludes that participation in physical-education activities during menses is desirable for a large proportion of girls. Outlines a policy to govern the participation of girls in physical-education activities during menses in secondary schools.

1579. Brown, Homer B. Physical, mental, social and recreational values of high school physical education. Master's, 1940. Arizona St. T. C. 130 p. ms.

*1580. Cappio, Hester M. A plan for a program of physical activities for the girls of Central high school, Paterson, N. J. Master's, 1938. N. J. St. T. C. 56 p. ms.

1581. Cassell, Stafford H. A comparative study of American and Spartan physical education. Master's, 1940. Penn. State.

1582. Cearley, Jess Ellis. To determine the physical activity interests of the junior high school boys of Amarillo, Texas, to be used as a basis for a physical education program. Master's 1940. North Texas St. T. C.

1583. Cmaylo, Alex. A study of junior and senior high school physical education in the light of post school recreation in Lakewood. Master's, 1940. Ohio State. 61 p. ms.

Finds that with the exception of the high-school boys' physical-education program, an attempt has been made to incorporate in the junior and senior high-school physical-education program activities which can be participated in after graduation.

1584. Copp, Harold. The effect of a course in training and relaxation on the progress of acquisition of motor skill. Doctor's, 1940. Michigan.

1585. Davis, George Allen. A course of study in physical education for the secondary schools of Clermont county, Ohio. Master's, 1940. Cincinnati. 320 p. ms.

Presents a proposed course of study for a selected county in Ohio, based on a survey of the schools in this county and in full consideration of natural resources, equipment, and local needs.

1586. Erwin, Eva Bernice. Evaluation of courses of study in physical education. Master's, 1940. Texas.

1587. Fejes, Regina Marye. A guidance handbook on physical education as a vocation for women. Master's, 1940. Ohio State.

Studies the nature of physical-education work for women, educational requirements, temperament, remuneration, social importance, working conditions, opportunities for advancement, and opportunities for training.

1588. Fredericks, John Wynn. Gaps, overlappings, and other weaknesses in undergraduate professional training in physical education as experienced in practical situations. Doctor's, 1940. Penn. State.

1589. Gamage, Harry. Important factors influencing the development of physical education in the public schools of the United States since 1917. Master's, 1940. South Dakota. 58 p. ms.

1590. Gary, Mitchell J. An evaluation of the curriculum in physical education for men at the Western State teachers college with respect to the requirements of positions held by alumni. Master's, 1940. Minnesota. 161 p. ms.

Analyzes replies to a questionnaire returned by 221 graduates of the college who were teaching in 8 States, a majority of whom were teaching in Michigan.

1591. Gillespie, Ann. The integration of physical education with the curriculum of the elementary school. Master's, 1940. Michigan.

1592. Gugisberg, Mercedes. The organization of units in physical education and the determination of unit cores and elements for high school girls. Master's, 1940. Minnesota.

1593. Hale, Clarence. The status of physical education in institutions of higher learning in Virginia. Master's, 1940. Virginia. 238 p. ms.

1594. Hilgenfeld, Herbert M. The present status of physical education and athletics for boys of six Rocky mountain states. Master's, 1940. Wyoming. 79 p. ms.

1595. Hoffman, Frank. A comparative evaluation of the results obtained by the formal and informal methods of teaching physical education to junior high school boys. Master's, 1940. Kans. St. T. C., Pittsburg. 51 p. ms.

Concludes that the boys taught by the informal method had better physical efficiency, while the boys taught by the formal method improved more in height and posture.

1596. Jennings, Alpheus M. A comparison of two methods of teaching apparatus stunts. Master's, 1939. Illinois.

1597. Jeranke, Stanley. A survey of physical education for boys in the senior high schools of Harrison county, West Virginia. Master's, 1940. West Virginia. 58 p. ms.

*1598. Johnson, Hilda O. What are the positions held by the women graduates of the physical education department of the School of education of New York university: the relation of undergraduate preparation to the positions? Master's, 1939. New York. 66 p. ms.

Concludes that the majority of graduates are employed in the instructional phase of teaching physical education in elementary and secondary schools, and in colleges; that graduates are teaching in 12 different States; that few graduates hold positions of executive nature or in fields other than physical education; that the majority of graduates are adequately prepared by their undergraduate preparation for the positions they hold.

*1599. Junkin, Virginia Wallace. The history of physical education in Boston, Massachusetts, 1818-1899. Master's, 1940. George Washington. 67 p. ms.

Discusses the leaders, schools, and practices that had the most influence on the development of physical education in Boston. Shows that during the early part of the period the development of physical education was slow, and that many of the gymnasiums which were developed soon closed. Describes the first normal school of physical education, which opened July 5, 1861; the introduction of military drill in the schools; the introduction of hygiene and physical education into the curriculum in 1886; the introduction of school baths into the schools of Boston in 1899; and the development of school playgrounds.

*1600. Kinney, Sister Mary Xavier. A comparative study of the results of two methods of laboratory instruction in anatomy and physiology for nurse students in a selected group of schools. Master's, 1939. Catholic Univ. Washington, D. C. Catholic university of America, 1939. 96 p. (Studies in nursing education)

Compares the effectiveness of the lecture-demonstration and individual-laboratory methods of instruction as used in the anatomy and physiology course in schools of nursing.

1601. Lauritsen, William Harold. Some techniques for measuring achievement of objectives of physical education. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 31: 157-63)

Describes techniques used for measuring achievement in the areas of clear thinking, character, personality, and attitudes. Presents a questionnaire for use in measuring student interests and participation in activities in physical education, a test to measure ability to apply principles of sportsmanship; a check-list for use in appraising skill in tennis, and a test of knowledge of the tennis techniques involved in a check-list; an anecdotal-record technique for use in obtaining evidence of actual behavior in many different kinds of situations; and a test for use in measuring student knowledge of sources of information in the field of sports and physical education.

1602. LeCroy, James Falton. Analytical study of physical education in Alabama. Master's, 1940. Ala. Poly. Inst. 49 p. ms.

1603. McGowan, Stanley. Analysis of courses of study in physical education. Master's, 1940. Ohio State. 157 p. ms.

Analyzes 15 State and 5 local courses of study.

1604. Massman, Beatrice. A study of the occupational status of women who graduated with a major in physical education between 1920 and 1926. Master's, 1940. Michigan.

1605. Reasoner, Houck William. Standards of sanitation in Texas high school physical education departments for boys. Master's, 1940. Texas.

1606. Reger, Elmer E. Reconstruction of the physical education program of the Circleville, Ohio, high school. Master's, 1940. Ohio State. 53 p. ms.

Concludes that the present physical-education program is inadequate. Suggests a new program based on the activities in which high-school graduates participate after leaving school.

1607. Riggs, Elma V. A survey of physical education in the public schools of Pleasants county, West Virginia. Master's, 1940. West Virginia. 76 p. ms.

1608. Roberts, David John. A survey of physical education for boys in the Waite secondary schools of Monongalia county, West Virginia. Master's, 1940. West Virginia. 77 p. ms.

1609. Russell, Finley W. A survey of physical education for boys in the junior high schools of Cabell county, West Virginia. Master's, 1940. West Virginia. 77 p. ms.

1610. Sams, Josephine Lantz. The status of physical education for girls in the senior high schools of Kansas. Master's, 1940. Kansas. 73 p. ms.

1611. Schwarberg, William. A survey of the physical education program for boys in 10 Kentucky high schools. Master's, 1940. Cincinnati. 113 p. ms.

1612. Sharp, Leroy Harold. Effects of residual tension on output and energy expenditure in muscular work. Doctor's, 1940. Northwestern.

1613. Shepard, Samuel. A comparative study in general motor capacity of 300 Negro and 300 white boys, 12 and 13 years old, St. Louis, Missouri. Master's, 1940. Michigan.

1614. Simons, Winnie Allen. A comparative study of the rhythmic ability of white and Negro girls in the ninth grade. Master's, 1940. Texas.

1615. Souk, Fred. A survey of physical education for boys in the senior high schools of Fayette County, West Virginia. Master's, 1940. West Virginia. 109 p. ms.

1616. Starr, L. C. A critical survey of the administrative practices relating to physical education programs for boys in 50 rural secondary schools of Louisiana

with proposals as to sounder procedures. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 176-77)

Studies financing the physical-education program, responsibility of principals, health service, recognition of physical education by the school board, budgets for equipment, transportation and awards, and standards for physical-education administrators.

1617. Walker, Frank H. A study of the response of the heart to exercise of graded intensity during physical training Master's, 1940. Iowa.

1618. Westcott, Rosalia Ann. A study of changes in preferences for physical education activities of freshmen women at the University of Michigan. Master's, 1940. Michigan.

1619. Whiteside, Helen. Needed reorganization of physical education for girls. Master's, 1940. West Texas St. T. C.

ATHLETICS

1620. Alexander, Mary Virginia. What parents think about interscholastic basketball for high school girls. Master's, 1940. Alabama. 64 p. ms.

1621. Alley, Ernest Hayes. Five fundamental offenses used in southern football. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 172-73)

Presents several of the systems of offensive plan in football and shows how the features of these systems may be adapted to coaching situations in colleges and high schools.

1622. Allison, Elwood. A study of football injuries in the Oakland athletic league during the years 1936, 1937, 1938. Master's, 1940. Stanford.

1623. Atty, Alex. A history of the National football league. Master's, 1940. West Virginia. 68 p. ms.

1624. Barnard, Chester S. A history of intercollegiate athletics in Kalamazoo college. Master's, 1940. West Virginia. 114 p. ms.

1625. Bauer, Emory G. A study of interscholastic sports sponsored in Illinois public senior high schools. Master's, 1940. Iowa.

1626. Bell, Nellie Lee. The development of girls' sports in the American schools. Master's, 1940. Texas.

1627. Bohn, Wilbur H. A study of the training and conditioning practices of professional football coaches, trainers and players. Pullman, State college of Washington, 1940.

1628. ———. Training and conditioning the high school track and field athlete. Pullman, State college of Washington, 1940.

1629. Brown, Virgil Lester. Qualifications, duties, and responsibilities of athletic coaches in rural high schools. Master's, 1940. Colo. St. Coll. 58 p. ms.

1630. Burcky, Andrew C. The place of selective sport in the function of a small college. Master's, 1940. Ohio State. 47 p. ms.

1631. Cooper, Don Howard. Relation between athletic record, athletic gate receipts, value of wheat crop and the endowment of the colleges of Kansas. Master's, 1940. Ohio State. 30 p. ms.

Finds that the value of the wheat crop influences college enrollment; that the football record influences college enrollment; and that the football record does not influence gate receipts.

1632. Copp, Harold Wesley. Swimming as a motor skill. Doctor's, 1940. Michigan.

*1633. Daly, Charles Bennett. Adapting soccer to the needs of secondary school boys. Master's, 1939. Boston Univ. 112 p. ms.

Studies the suitability of soccer as an interschool sport and intramural activity on the secondary-school level. Analyzes 442 replies to a questionnaire sent to 862 public high schools in New York State to determine: School registration; number of participants in soccer who played the sport intramurally and in interschool competition; number of teams in each school and number of games played by each team; satisfactory and unsatisfactory elements of the game; injuries received by the players; amount and types of supervision of the sport; type and cost of officiating; necessary field and individual equipment; and total costs of the sport. Revises the rules of the game to adapt them to secondary-school boys.

1634. Davis, Howard Claude. The Central West Virginia high school athletic conference. Master's, 1940. West Virginia. 65 p. ms.

1635. Dixon, James Victor. An evaluation of the intramural athletic program for men at Oregon State college. Master's, 1939. Oregon St. 85 p. ms.

Concludes that the program functions well

1636. Ewing, Merle. The status of intramural sports for girls in the public high schools of West Virginia. Master's, 1940. West Virginia. 40 p. ms.

1637. Ferguson, Everett H. A study of the present practice with relation to the conduct of junior high school athletics in the State of Illinois. Master's, 1940. Iowa.

1638. Floyd, Velma M. The relation of information to practice in sportsmanship. Master's, 1940. Texas.

*1639. Gabrielsen, Milton A. A comparative analysis of some putting methods. Master's, 1939. New York. 64 p. ms.

1640. Gillum, Olden C. The effect of weight reduction on bodily strength of wrestlers. Master's, 1940. Ohio State. 48 p. ms.

Studies the varsity and freshman squads of Ohio State University. Concludes that weight reduction has an effect on body strength of wrestlers, and that it should be controlled.

1641. Gott, Clyde Morris. Awards, rewards, prizes, and forms of recognition in interscholastic athletics in the high schools of Texas having membership in Conference A. A. football, 1938. Master's, 1940. Texas.

1642. Griffin, Alvera. The study of the effect of special emphasis on instruction in sportsmanship in physical education. Master's, 1940. Texas.

1643. Hanhila, Matt O. A study of the intramural sports programs in the high schools of Arizona. Master's, 1939. Arizona. 87 p. ms. (Abstract in: University of Arizona record, vol. 34:32)

Analyzes 61 replies to 61 questionnaires sent to the coaches, physical education directors, or principals in Arizona high schools. Indicates that 42 high schools have intramural programs, some of which are well organized and others not so well administered.

*1644. Harrowell, Marjorie E. Relationship of intelligence, scholarship, and the ability of high school girls to play team games. Master's, 1940. New York. 54 p. ms.

Indicates that there is a relationship between intelligence, scholarship, and the ability to play team games.

1645. Hendrick, Tommie W. An experiment in the production of archery equipment in physical education classes at North Texas State Teachers College to determine the motivation possibilities and the procedure necessary in the production of the equipment. Master's, 1940. North Texas St. T. C.

1646. Henkle, Claude Wilson. Status of night football in Ohio high schools. Master's, 1940. Ohio State. 112 p. ms.

Studies 96 high schools in Ohio which have lighted fields for night football. Concludes that night football is a growing activity, and is favorable to the persons directly involved.

1647. Killian, Leland Woodrow. A personnel study of members of football teams of the North Texas State teachers college from 1930-31 through 1933. Master's, 1940. North Texas St. T. C.

1648. Kovacici, Charles Robert. A study of the effectiveness of the adapted sports program in terms of adjustment. Master's, 1940. Illinois.

1649. Krehbiel, Lawrence C. An analytical survey of selected municipal and privately owned swimming pools in Kansas. Master's, 1940. Kans. St. T. C., Emporia. 131 p. ms.

1650. Lapp, Vernon W. Kansas basketball evaluation study. Scholastic coach, January, February 1940. (Alabama Poly. Inst.)

1651. Lappenbusch, Charles Frank. Value, form and content of a small college athletic budget. Master's, 1940. Washington. 70 p. ms.

1652. Lorton, Frank. A study of the relation of fouls committed and free throws made to winning in basketball. Master's, 1940. Iowa.

1653. Lowe, Leonard E. A study of athletic honor awards in Indiana high schools. Master's, 1940. Ind. St. T. C. 36 p. ms. (Abstract in: Indiana State Teachers College. Teachers college journal, 11: 152-53, July 1940)

Finds a lack of uniformity in the methods of making awards and in the most frequent practices; that 96 percent of the high schools gave major awards but only 80 percent believed in giving them; that most of the schools gave the awards in basketball and football only; that \$10 was the popular limit set on the price of the major award; that 80 percent gave letters annually; that only 25 percent had a written athletic constitution, although 64 percent had written regulations to govern the awards; that there was no uniformity in the make-up of the athletic boards; that basketball was played by every school and a major award was granted by all schools that gave awards.

1654. Lowry, Frederick W. An educational analysis of basketball. Master's, 1940. Ohio State. 212 p. ms.

Attempts to determine what teachable material is available for broadening the scope of the basketball service courses.

1655. Mathes, Lee K. A study of the net gain in points resulting from fouling in basketball. Master's, 1940. Iowa.

1656. Moffitt, Howard B. A study of interscholastic sports sponsored in Iowa public senior high schools, 1910 to 1940. Master's, 1940. Iowa.

*1657. Osborne, David Edward. Coaching basketball in the secondary schools. Master's, 1940. George Washington. 76 p. ms.

Describes current practices in basketball.

*1658. Osborne, William Terry. The relative accuracy of officiating basketball from different positions. Doctor's, 1940. New York. 165 p. ms.

1659. Owen, Ralph Daniel. To ascertain certain measurable effects of interscholastic athletics in the Canton, Georgia, high school for the year 1939-40. Master's, 1940. Georgia. 30 p. ms.

Concludes that nonathletes are younger, more intelligent, make better marks in school and on achievement tests, and attend school more regularly than athletes.

1660. Patch, Dennie Wilmer. An analysis of the rules and regulations of State athletic associations in the United States. Master's, 1939. Oregon State. 96 p. ms.

1661. Pyles, Rex. The West Virginia athletic conference. Master's, 1940. West Virginia. 95 p. ms.

1662. Rhodes, Edgar M. The relative scholastic achievement of athletes and nonathletes in the Parkersburg high school as measured by standardized objective

tests. Master's, 1939. Ohio Univ. 47 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939-56)

Concludes that athletes are not significantly more or less efficient in scholastic activities than nonathletes; that athletes of superior mental ability appear to achieve less scholastically than do nonathletes of equal ability; that athletes of inferior mental ability appear to achieve more scholastically than do nonathletes of equal ability; and that there seems to be some definite relationship between the number of sports engaged in and the scholastic achievement of athletes, those engaging in the greater number of sports attaining the higher achievement.

1663. Rice, Lester Paul. Financing high school athletics in Oklahoma. Master's, 1940. Okla. A. & M. Coll.

Deals with the responsibility and the management of athletic funds; and compares the indebtedness of 100 Oklahoma high schools with enrollments ranging from 100 to 700 students. Finds that about 50 percent of the schools find it necessary to use some method of financing athletics other than contracts and gate receipts; and that each school has an individual problem of financing its athletic program, and each must solve its own problem.

1664. Rogers, John C., jr. A survey of football injuries in Texas interscholastic league football. Master's, 1940. Texas.

1665. Sabora, Allen V. H. The history and development of the rules and techniques of wrestling. Master's, 1940. Illinois.

1666. Schwartzwalder, Wayne. A history of intercollegiate football at West Virginia university. Master's, 1940. West Virginia. 146 p. ms.

1667. Shepherd, Claudine. - A study of the attitudes of student members and advisors toward some phase of the program of the Illinois League of high school girls' athletic associations. Master's, 1940. Iowa.

1668. Simpson, Erwin H. A study of the effect of jump balls in basketball on the continuity of the play, on fouling, and on stalling. Master's, 1940. Iowa.

1669. Sparks, William Donald. Spring football practice in senior high schools. Master's, 1940. Alabama. 32 p. ms.

1670. Sprankle, Dale R. A history of athletics at Albion college. Master's, 1940. Michigan.

1671. Stevenson, Horace Lee. The use of tobacco by football players in the high schools of Calhoun and Stowah counties, Alabama. Master's, 1940. Alabama. 55 p. ms.

1672. Stovall, Lloyd J. Present trends in intercollegiate football. Master's, 1940. Louisiana State. 137 p. ms.

1673. Tritico, Frank Mitchell. An evaluation of the Louisiana boys athletic association with suggestions for improvements. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32, N. S.: 177)

Studies the history of the Louisiana association; the functions of an athletic association; the comparison of the Louisiana association with associations in other States; the organization of the athletic association under the State physical education department; and the value of the athletic coach.

1674. Urlaub, Ernst A. A study of the amount of activity of high school players in the game of basketball. Master's, 1940. Kansas. 51 p. ms.

1675. Vernia, Thomas J. Democracy in the administration of interscholastic athletics. Master's, 1940. Ohio State. 158 p. ms.

Describes the administration of interscholastic athletics in the 135 city high schools of Ohio answering a questionnaire. Concludes that the schools in general administer their interscholastic athletic programs in an irregular and unsystematic manner.

1676. Weathersby, Hal T. A study of certain stimulants and chemicals used to increase the performance ability of athletes. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 178-79)

Attempts to ascertain the stimulants and chemicals being used among athletes of American colleges and universities, the amounts being used, the best time of administration to insure the most satisfactory results in each particular contest.

1667. Webb, Escoe Lamar. Analysis of the interscholastic league activities in the elementary schools of Texas. Master's, 1940. North Texas St. T. C.

1678. Webb, Joseph Edgar. The management of athletics in class A high schools of Texas. Master's, 1940. Texas Tech. Coll. 153 p. ms.

1679. Webster, Randolph Wyatt. Psychological and pedagogical factors involved in motor skill performance as exemplified in bowling. Doctor's, 1940. Michigan.

1680. Welty, William R. A study of the major problems of state high school athletic associations. Master's, 1940. Iowa.

1681. White, Ray A. A study of the effect of hip elevation on starting time in foot races. Master's, 1940. Iowa.

1682. Zemlock, Don. Swimming in the public schools of Indiana. Master's, 1939. Ind. St. T. C. 121 p. ms (Abstract *in*: Indiana State Teachers College. Teachers college Journal, 11: 138, July 1940)

Attempts to determine the extent to which swimming instruction is given in the public schools of Indiana, and to compare the swimming instruction and facilities of Indiana with those of the other States of the United States. Finds that Indiana holds seventh place in the number of public-school swimming pools; and that only a few schools in Indiana which do not have swimming pools have swimming as a part of their physical education program.

1683. Zoda, Charles. Characteristics which differentiate college athletes from other extracurricular participants. Master's, 1940. Iowa.

PLAY AND RECREATION

1684. Beaudrey, Frances E. Relation of play activities to the development of personality traits, social attitudes and mental health. Master's, 1940. Michigan.

1685. Bell, Mary Jean. A study of remedial exercise and posture training in summer camps. Master's, 1940. Indiana. 50 p. ms.

1686. Crew, Edwin H. Some possibilities for the reconstruction of cooperation and competition in present society through recreation. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 61-62)

1687. Davis, Ouida Pauline. A study of the terminology of American country dances. Master's, 1940. Texas.

1688. Donley, Edna Emma. The recreational or play pattern of the adolescent. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 37)

Analyzes questionnaire replies by 213 girls and 268 boys in junior and senior high schools in Alva, Okla. Concludes that leisure-time activities of adolescents are largely group activities; that girls participate in a greater variety of activities; that about 80 percent choose the picture when attending the movies; that sports ranked as first choice among recreational activities, with outings as second preferences that reading and parties rank in the lower half of leisure-time activities; that joy riding is influential in the life of the adolescent and in the social relationship of boys and girls; that boys spend more time in loafing than girls; that hobbies are of greater importance to boys than to girls; that one-third of the youths participate extensively in petting; and that the active type of recreational activity has a greater appeal for the adolescent than the passive type of activity.

*1689. Dulles, Foster Rhea. America learns to play: a history of popular recreation, 1607-1940. Doctor's, 1940. Columbia. New York, D. Appleton-Century Company, 1940. 441 p.

Describes the leisure-time activities of the American people.

*1690. Goldfaden, Benjamin Paul. An investigation of the recreational needs and preferences of residents of Greenbelt, Maryland. Master's, 1940. George Washington. 135 p. ms.

Describes the development and functions of Greenbelt; the recreational facilities available in the community; and the recreational preferences of the residents of Greenbelt, arranged by age groups starting with the interests of elementary-school children.

1691. Hale, Louise Kent. Construction of reading material in games by children of grades three and four. Master's, 1940. Iowa.

1692. Hanauer, Frances. The import of the modern dance to education. Master's, 1940. Cincinnati. 58 p. ms.

Studies the background and development of the modern dance in order to determine its educational possibilities for the high-school curriculum.

1693. Hillis, Mary Carroll. A study of the origin of certain European folk dances and singing games. Master's, 1940. Iowa.

1694. Horne, Clifton. Recreational activities and interests of boys in two St. Louis high schools. Master's, 1940. Iowa.

1695. Hunt, Sarah Ethridge. Promoting understanding through folk games. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 62-63)

Shows the relationship of the understanding of human behavior to the development of constructive behavior patterns; the obligation of the school to develop an appreciation of life as a pattern to be lived; and the use that may be made of play and games in developing understanding. Presents a collection of folk games, contests, stunts, and relays for use in the elementary school.

1696. Lambert, Benjamin W. The origin, development and administration of day camps. Master's, 1940. Coll. of the City of N. Y. 155 p. ms.

1697. Long, Ephraim Wilbur. A survey of pastimes and hobbies of secondary school children. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 186-94)

Analyzes the responses of nearly 7,000 youth in secondary schools in the western Pennsylvania-West Virginia district to a question as to their pastimes and hobbies. Concludes that the differences in interest in the junior and senior high school are differences in emphasis rather than differences in kind, as are the differences in interests of the two sexes; that a progressing social maturity is developing through the ages 12 to 18. Shows that the social needs and inclinations of senior high-school boys and girls need to be met.

*1698. Lowry, Lucille. The recreational physical education activities of the women graduates of the College of William and Mary. Master's, 1940. New York. 114 p. ms.

Finds little relationship between the activities most popular in post-college life and those taught at the College of William and Mary.

1699. Morrow, James Ernest. Methods of promoting and organizing community recreation. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 174-75)

*1700. Nelson, Lois S. Teaching outline of a course in community recreation. Master's, 1940. New York. 85 p. ms.

Outlines an advanced course in community recreation, covering certain administrative aspects of recreation directorship. Describes the use of the course at the University of Oklahoma.

1701. Oliphant, Joseph Dietrich. A survey of the leisure time activities and interests of high school boys in Webster parish, Louisiana. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 175-76)

Finds that the interests of urban and rural high school boys are homogeneous in relation to their participation in activities; that many varieties of activities are offered in the high-school curriculum; that the boys engage in a wide range of leisure-time activities away from school; that the present facilities for recreation in most communities of the parish are concentrated around the schools; and that the facilities of the schools are being expanded by a gymnasium-building program.

*1702. Palmer, Stuart. Leisure time activities of 100 boys and girls in Manhas-set, N. Y., who have left school. Master's, 1940. New York. 47 p. ms.

Finds that the schools are doing little to encourage the carrying on of school activities in life after school.

1703. Peebles, Eleanor Bobo. A comparison of two methods of teaching folk dancing. Master's, 1940. Georgia. 43 p. ms.

Compares the whole and part methods of teaching folk dancing to junior-college girls. Finds the whole method superior to the part method in teaching a majority of the dances.

1704. Perkins, Norman C. A recreational survey of Colby alumni. Master's, 1940. Michigan.

1705. Peters, Olga. Schools of ballet. Master's, 1940. Tulane (Abstract *in*: Tulane university of Louisiana, series 41, no. 15: 37)

Discusses state subsidized schools of ballet, in which pupils are educated for a professional career. Traces the origin, means of support, detailed routine of the schools in France, Russia, and Italy, and shows to what great height an art can be developed through cultural interest on the part of the state. Describes American attempts at ballet through Federal projects, private ventures, and community organization as a proof of the American interest in the art of dancing.

1706. Porter, Charles Jessee. Recreational interests and activities of high school boys of the lower Rio Grande valley of Texas. Master's, 1940. Texas.

1707. Roberts, Loyd Thomas. A survey of recreational facilities and possibilities in the Fourth Congressional district of Louisiana. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 176)

1708. Robertson, Harley L. A study of the functions of the schools of South Dakota in the promotion of recreation. Master's, 1940. Iowa.

1709. Sears, Dorothy Anne. Recreation, properly selected and supervised, is an effective agency of character development for the adolescent. Master's, 1940. Boston Coll.

1710. Skinner, Frances Ertz. A study of the effect of various factors on the health, safety, and adjustment of 86 girls in two camps during the summer of 1938. Master's, 1940. Michigan.

1711. Smalling, Raymond H. A study of efforts to reorganize game elements. Master's, 1940. Iowa.

1712. Straub, Henrietta Kathryn. A study of leadership in a girls' camp with particular reference to associated factors. Masters', 1940. Buffalo.

1713. Thomas, Erma Maisie. A program of rhythmical activities for grades 1 through 6. Master's, 1940. Tennessee. 550 p. ms.

Presents a graded program of rhythmical materials selected from different sources and so presented that it may be used by the teacher with little training in teaching children's rhythms.

1714 Walker, James Thomas. A survey of the play period activities of Orange County white elementary schools, 1938-39. Master's, 1940. Virginia 126 p. ms.

1715 Warner, Edna Arnold. The contribution of the case method to guidance in a summer camp. Doctor's, 1940. Cincinnati. 125 p. ms.

Illustrates and evaluates the use of anecdotal records in the development of a guidance program for adolescent girls enrolled in a summer camp.

1716. White, Eugenia Eleanor. Correlation of folk dances with social studies. Master's, 1940. Texas.

1717. Willis, Edna. A study to determine whether certain selected factors influence the leisure time activities and interests of School of Education students at New York University. Doctor's, 1940. New York. 405 p. ms.

Attempts to determine whether the factors of sex, age, marital status, curriculum in which students were registered, level of school experience, economic status, and occupation influenced the leisure-time activities and interests of the students in the School of Education. Concludes that sex, age, marital status, and economic status affect the leisure-time activities and interests of these students.

1718. York, Orrell A. A study of educational and recreational advantages of boys' summer camps. Master's, 1940. N. Y. St. Coll. for Teach.

COMMERCIAL EDUCATION

1719. Allen, Olen Chester. Integration of business training with business in Wellington, Tex. Master's, 1940. North Texas St. T. C.

1720. Baldwin, Mabel Mae. A study of the American business letter, 1860-1940. Master's, 1940. Iowa.

1721. Barham, Ruby Ileta. Personality in business training. Master's, 1940. Texas.

1722. Beech, Earl George. A study of the lag between the New York State syllabus and recent textbooks in business law. Master's, 1940. Buffalo.

1723. Blair, Leslie H. A study of two remedial methods used in the teaching of typewriting. Master's, 1940. Texas Coll. of Arts and Inds. 40 p. ms.

Attempts to prove which of two suggested teaching methods produces the best results in correcting certain errors in typewriting. Discusses the results of tests given to two sections of a class in typewriting. Indicates that for the small number of students tested in this experiment the theory of practicing one's errors incorrectly in typing is a better method of correcting errors than practicing them correctly as is done traditionally.

1724. Blessing, Margaret Reid. The experiences of youth on N. Y. A. clerical projects in Columbus, Ohio. Master's, 1940. Ohio State. 95 p. ms.

Studies the viewpoints of 25 workers on 4 clerical NYA projects. Finds that their suggestions for improvements reveal their interest in: Vocational guidance; frequent job rotation; diagnostic tests; profile records and progress charts; opportunities for understanding administrative procedures; varied business experiences; business courses and courses which will aid them in making personal, social, and economic adjustments; the establishment of rapport and cooperation between youth and supervisors; and the establishment of favorable public opinion of the program of the NYA.

1725. Blevins, John Curtis. The machine reporter: its history, description, and keyboard validation. Master's, 1940. Oregon St. 40 p. ms.

*1726. Bohrer, Clarice B. Unit organization of dictionary study for the ninth year. Master's, 1940. Boston Univ. 172 p. ms.

Consists of five units and corresponding unit assignments planned to meet the needs of the ninth-grade commercial classes of a high school of Greater Boston.

1727. Bologh, Louis A. The evaluation of student's knowledge of business needed for the learning of first semester bookkeeping. Master's, 1940. Coll. of the City of N. Y. 150 p. ms.

1728. Bowman, Beverly H. A study of the curricula of the private business school. Master's, 1940. Okla. A. & M. Coll.

Analyzes curriculum content, cost, and length of time required for completion of the course in 229 private business schools. Finds that the average private business school offers five courses; is not organized on a definite credit basis; does not grant degrees; is not accredited; and is not regulated or supervised by any governmental agency; and that it adjusts its curricula to meet current needs. Shows the need for concerted action by the private business schools in agreeing on a small number of course titles which can be made to have meaning.

1729. Branscum, Arvel. A survey of commercial subjects taught in the high schools of New Mexico. Master's, 1940. Texas Tech. Coll. 53 p. ms.

Presents a statistical summary of the subjects taught, equipment used, and educational qualifications and salaries of teachers in New Mexico high schools.

1730. Brogan, Hugh. Adjusting the business curriculum of Emporia high school, Emporia, Kansas, to the needs of the community. Master's, 1940. Colo. St. Coll. of Ed.

1731. Brown, Jean Rosemond. An experimental study to compare the relative merits of two methods of teaching typewriting. Master's, 1940. Michigan.

1732. Burde, Herman A. A study of the American business letter prior to 1860. Master's, 1940. Iowa.

1733. Campbell, Lois Jane. An analysis of the shorthand studies conducted in the College of commerce at the State University of Iowa. Master's, 1940. Iowa.

1734. Carver, Greta M. A report of a follow-up survey of commercial students of Panora, Iowa. Master's, 1940. Drake. 40 p. ms.

*1735. Chandler, Douglas Alton. A follow-up study of the business administration graduates of Blank college. Master's, 1940. Boston Univ. 71 p. ms.

Finds that the graduates of a private business school near Boston, Mass., are successful in finding employment in companies of all kinds and all sizes; that they are successful in securing a number of different kinds of positions requiring different kinds of abilities; that they are able to earn an initial salary which is in agreement with the prevailing starting wage; that they obtain periodic raises in salary; that they react favorably to the training program which they followed; and that the graduate is able to function on the initial job without additional training. Shows the need for a study of the potential work opportunities in and around Boston in order to open new prospects for future graduates; and for a study of the curriculum to see that it provides adequate courses designed to build the skills necessary in clerical jobs, and that it contains adequate materials for the building of necessary personality traits.

1736. Cherrington, Ruth M. Business correspondence in the high school: a general survey together with certain constructive proposals. Master's, 1940. Iowa.

1737. Cobb, Kedzie P. Related study lesson assignments for retail flower shop in the cooperative part-time vocational education program. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the necessary related information for trainees in retail flower shops, and to organize it into a series of lesson assignments so that the study time of the trainee may be used more profitably.

1738. Corder, Harold Wilson. An analysis of distributive education programs as developed in Iowa under provisions of the George-Deen and the Smith-Hughes Acts. Master's, 1940. Iowa.

1739. Crawford, Thomas J. Frequency of the use of Gregg shorthand in prefixes and suffixes. Master's, 1940. Pittsburgh.

1740. Crockett, Samuel E. A plan of business education for the Menasha Vocational School. Master's, 1940. Colo. St. Coll. 76 p. ms.

Studies the need in Menasha, Wis., of an advanced course to train students in the use of highly specialized modern office equipment. Offers a plan for setting up such a course.

1741. DeBow, Janelle. Types of school offering preparation for business education. Master's, 1940. East Texas St. T. C. 170 p. ms. (Abstract in: East Texas State Teachers College. Graduate studies, 1940: 20-21)

Recommends that business subjects be taught more non-vocationally in secondary schools; that junior colleges expand their business curricula to meet the immediate needs of their students instead of preparing them for further training in a college or university; that continuation schools are valuable institutions and should be given an opportunity to do the work of which they are capable; that evening-school classes should be taught in a setting more conducive to learning; and that students desiring business training should choose their schools wisely.

1742. Dennis, Esther. A study of available measures of prognosticating success in shorthand of high school students. Master's, 1940. Wittenberg. 45 p. ms.

Finds that scholastic average is of high value in predicting success in shorthand; that the Minnesota vocational test for clerical workers is of high prognostic value; that marks in English are of high prognostic value; that neither IQ nor the Hoke prognostic test have prognostic value.

1743. Dietrich, Francis F. Functional and non-functional methods of teaching Gregg shorthand compared. Master's, 1940. Colo. St. Coll. of Ed.

1744. Ellis, L. A. General business information of high school pupils. Master's, 1940. Okla. A. & M. Coll.

Describes an experiment in which a standardized test was given to pupils in several Oklahoma high schools offering elementary business training and a comprehensive commercial program, to determine the amount of general business information possessed by them. Finds that age, grade level, and sex are significant factors in pupils' understanding of business.

1745. Essock, Alfred. A study of the efforts of erasing in beginning type-writing. Master's, 1940. Iowa.

1746. Fagan, Clifford L. Preparation of students for civil service stenographic examinations: local, state, and national. Master's, 1940. Iowa.

*1747. File, Clinton McDavid. A study of business education in the public secondary schools of Pennsylvania. Doctor's, 1940. New York. 296 p. ms.

Covers personnel, philosophy, administration, supervision, and methods of teaching business education. Concludes that it still follows the traditional business-college pattern from which it came, although courses in retailing and in clerical practice have been added, together with social-business courses and consumer education. Indicates that a comparatively small percentage of graduates of commercial courses find jobs at relatively low ages.

1748. Foster, Pearle Nelson. A manual for the coordinator in distributive education. Master's, 1940. Tennessee. 89 p. ms.

Gives suggestions for library content in teaching distributive education, and presents pattern forms for organizing and presenting instructional material.

*1749. Fraser, Thomas A. Follow-up of non-college going graduates of commercial, general, and college preparatory curricula in two Jersey City high schools. Doctor's, 1939. New York. 250 p. ms.

Recommends the revision of the commercial curriculum in order to bring it closer to the needs of present-day business requirements; the organization of a clerical curriculum in the schools; the placement of the skill subjects in the twelfth grade so as to bring the period of training closer to the time of application; and the organization of a guidance department in order to inform the students of the educational and vocational requirements of office positions.

1750. Frisbie, Bernadette. Clerical information and training pertinent to the needs of commercial students in high school. Master's, 1939. Temple. 76 p. ms.

1751. Glick, Katherine F. A comparative study of typewriting scores and related factors of 1,000 clients at the Columbus counseling bureau. Master's, 1940. Ohio State. 80 p. ms.

Compares typewriting scores with scores of mental ability, clerical aptitude, dictation tests and with personal characteristics of members of the group. Finds that most of the clients did better on the mental ability and clerical aptitude tests than on the typing test; that in typing the group rated higher on accuracy than on speed.

1752. Hall, Harold Franklin. Adjusting the business curriculum of Pekin community high school, Pekin, Illinois, to the needs of the community. Master's, 1940. Colo. St. Coll. of Ed.

1753. Hammer, Kenneth S. *We go into business*. Master's, 1940. Colorado (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 51)

Presents a unit of work written especially for students of junior high-school age, in which the students form a corporation and carry on business transactions, studying banking, investments, taxes, profit and loss.

1754. Hancock, Tom. The collegiate business trainee. Master's, 1940 Kansas. 107 p. ms.

*1755. Harbaugh, Eva Luella. The development of business education in the high school. Master's, 1940. George Washington. 75 p. ms.

Traces the development of business education since 1892, as shown by a study of the proceedings of the Department of Business Education of the National Education Association.

1756. Hastetler, Emil. An outline for a course of study in business organization and management for the upper grades of the high school. Master's, 1940. Cincinnati. 73 p. ms.

Outlines units, objectives, content, and references for one-semester course in business organization and management.

1757. Heitmann, Sister Maria Consuela. A study of the commercial curricula offered in the Catholic secondary schools of the diocese of Brooklyn. Master's, 1940. St. Johns. 78 p. ms.

1758. Highman, Harold L. The development of a functional course of study in general business practice for the tenth grade of the Mount Vernon secondary school. Master's, 1939. Ohio Univ. 321 p. ms. (Abstract in: Ohio University. Abstracts of masters' theses . . . 1939: 34)

Develops a course of study on business practice based on the choices of the students. Describes the results of the teaching of this course of study to students in the Mount Vernon, Ohio, high school during the school year 1938-39.

1759. Jones, Bernice. An analysis of the needs of business as a basis for determining the content of the course in secretarial office practice. Master's, 1940. Iowa.

*1760. Kaffer, Fred C. Syracuse occupational survey, Syracuse, N. Y. Doctor's, 1940. New York. 293 p. ms.

Recommends that the schools place more emphasis on courses in merchandising and retail selling.

1761. Keels, Myrtis. A cooperative program for business students in an experimental high school. Master's, 1940. Tennessee. 116 p. ms.

Defines cooperative business education as any type of alternate hour, day, or week plan of school attendance and employment as contrasted with continuation or part-time schools. Restricts the cooperative plan of work and study to the bookkeeping, general business, mer-

chandising, and secretarial curricula. Finds that few businesses in Asheville employ junior workers; that selling is the largest business occupation in Asheville; that salesmanship was selected as the most important high-school subject by the largest number of firms; that slightly less than half of the firms believed a cooperative program to be worth while, while slightly more than half of the firms disapproved of the program and did not believe it to be practicable; that most of the firms interviewed had no set requirements for shorthand, typewriting or transcription.

1762. Klaus, Hannah B. The status of teaching shorthand and typewriting in Louisiana high schools. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 134-35)

Studies 76 high schools and finds that shorthand is taught in 64 schools; that all of the schools offer typewriting; that the peak of grade placement was in the third and fourth years for both shorthand and typewriting; that the equipment in the commercial departments of the schools is inadequate and there are no library facilities; that the range of experience of the teachers is from 1 to 23 years.

1763. Laffin, G. Allan. A study of student placement problems as they relate to business education in the secondary schools of the Chicago area. Master's, 1940. Iowa.

1764. Loats, Ruth Ridenour. A study of the business information and skills used by the farmers of Wells County, Indiana, to serve as a basis for possible revision of the high school commercial curricula of the Wells county schools. Master's, 1940. Iowa.

1765. Lockhart, Beth. A survey of opportunities for the college trained stenographer in the 15 largest cities of Washington. Master's, 1940. St. Coll. of Wash.

1766. Lockwood, Richard Benton. An analysis of the work of 158 office employees. Master's, 1940. Nebraska.

1767. McAdoo, Emmett A. Status of commercial education in selected secondary schools of Texas. Master's, 1940. West Texas St. T. C.

1768. McBride, James Houston. The adjustment of the commercial curriculum in a small high school to the needs of a community in which the chief source of employment is insurance. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 78-79)

Constructs a commercial curriculum compatible with the demands of employers and the needs of young business employees in the LeRoy, Ohio, community.

1769. McCabe, Clara J. The job sheet method as a means of individualizing the teaching of office practice. Master's, 1940. Buffalo.

1770. McClintic, Edith L. Left-handedness in typewriting. Master's, 1940. Ohio State. 61 p. ms.

Concludes that left-handed typists made fewer errors than right-handed typists.

1771. McCray, Mary Bernice. Can Cadiz high school justify two-year courses in typewriting, shorthand, and bookkeeping? Master's, 1940. Ohio State. 62 p. ms.

Studies the probable employment opportunities for graduates of the high school. Finds that specialized preparation in these subjects is not justified, and shows a need for a guidance program in the school.

1772. MacFarlan, M. H. A study of education for the distributive occupations under the George-Deen act in the State of Ohio. Master's, 1940. Ohio Univ. 109 p. ms. (Abstract in: Ohio University. Abstracts of masters' theses . . . 1940: 32).

Concludes that there is great need for training for the distributive occupations; that the public-school system is the most effective medium for this training; that an organized program of distributive education is well under way in Ohio; that full cooperation is accorded

the program by organized merchant groups and secondary-school officials; that the program is handicapped by the lack of properly trained teachers; that the program is being expanded to include the smaller centers of population and to include a wider variety of occupational groups; and that the program seems to be growing in numbers and scope.

1773. MacGregor, Geraldine R. A follow-up study of the commercial students of Ferris institute, 1930-31. Master's, 1940. Michigan.

1774. Mandell, Gerald. Prognosis in shorthand. Master's, 1940. Temple 108 p. ms.

1775. Martens, Ted. The metronome as a teaching device in beginning type-writing. Master's, 1939. Iowa State. 41 p. ms.

Compares the speed and accuracy of beginning typewriting students in writing from straight copy when the metronome is used with the speed and accuracy of a control group. Finds that the metronome increases speed and decreases accuracy when writing from a straight copy.

1776. Martin, Craig T. Vocational possibilities for commercial graduates of a small city high school of up-State New York. Master's, 1940. N. Y. St Coll for Teach.

1777. Merrifield, William Duncan. A recommended curriculum procedure for Irvine high school as based on a student interest and community economic survey. Master's, 1940. Kentucky. 111 p. ms.

Recommends that the revised curriculum include such vocational courses as advanced typing, bookkeeping, business practice, electrical and mechanical trades, auto mechanics, radio, and beauty culture.

1778. Miller, Jay W. A critical analysis of the organization, administration, and function of the private business schools of the United States. Doctor's, 1939. Temple. 95 p. ms.

1779. Miller, Martha C. The use of extra class activities as a part of the secretarial training program in high schools. Master's, 1940. Iowa.

1780. Mize, Mabel. A cultural-vocational curriculum in business education. Master's, 1940. Kansas. 82 p. ms.

*1781. Mohr, Rose Laura. An analysis of recent materials concerning methods of teaching the typewriter keyboard. Master's, 1940. George Washington. 55 p. ms.

Analyzes recent literature concerning the methods of teaching the typewriter keyboard; determines methods of teaching the keyboard used in typewriting textbooks; and determines trends in the methods of teaching the keyboard.

1782. Morelock, Marian M. An annotated bibliography in business education. Master's, 1940. Iowa.

1783. Morrison, Katherine. An analytical study and follow-up of pupils starting the first year of shorthand in Scotia high school in September, 1936. Master's. 1940. N. Y. St. Coll. for Teach.

1784. Nathan, Myer Oscar. Occupational training and employment of commercial graduates of Hirsch high school. Master's, 1940. Chicago.

1785. Neece, Harold V. A study of the business law difficulties experienced by the average individual. Master's, 1940. Okla. A. & M. Coll.

Finds a variation in the difficulties experienced by various occupational groups. Shows that in order to be functional, business law must prepare the pupils to meet the legal difficulties which they are most apt to face; and that business law must teach the proper procedures in handling disputes over buying and selling.

1786. Nelson, Elizabeth Rae. A study of teaching devices in commercial subjects. Master's, 1940. Iowa.

1787. Norwood, Edwin. Secretarial training in the public high schools of Texas: its status and scope. Master's, 1940. Baylor.

1788. Nunamaker, Beulah. Business courses offered in the junior colleges of the United States. Master's, 1940. Iowa.

1789. O'Briant, Margaret. The status of business education in institutions with chapters of Pi Omega Pi. Master's, 1940. Okla. A. & M. Coll.

Seeks to ascertain the present curricular offerings; institutional requirements in business-education subjects for students majoring in the department; general and professional education courses required; apprentice teaching facilities; facilities for offering actual business experience; library and classroom facilities; and qualifications of instructors in the undergraduate business-education department of the institutions with chapters of Pi Omega Pi. Finds that shorthand, typewriting, economics, and accounting are offered by all 34 colleges and business law is offered by 33; that there is a wide variation in the other courses offered; that there is some agreement as to the number of semester hours required for graduation, but little agreement as to the number of hours required in business-education subjects; that most of the schools recommend or require a second teaching field; that 75 percent of the schools use a public high school as a training school for teachers.

1790. Offutt, Willie Maifair. The development of the commercial curricula in the seven State teachers colleges of Texas. Master's, 1940. North Texas St. T. C.

1791. Orner, Louise Jackman. Factors relating to success or failure in learning to typewrite. Master's, 1940. Oregon St. Coll. 80 p. ms.

1792. Pearson, Clarence P. The bookkeeping practices of selected small business enterprises in Escanaba, Michigan. Master's, 1940. Michigan.

*1793. Potter, Maurice David. Retail problems and procedures. Doctor's, 1940. New York. 317 p. ms.

1794. Puckett, Alma Lee. A study of the duties of retail salespeople of Pekin, Illinois, for the purpose of building a curriculum in distributive education for Pekin community high school. Master's, 1940. Iowa.

*1795. Reich, Edward. Selling to the consumer. Doctor's, 1938. New York. 330 p. ms.

1796. Romkey, Helen Eyloe. The history of the private business college in the United States with special reference to its development in Iowa. Master's, 1940. Iowa.

1797. Roth, Earl A. The changing values of commercial education in secondary schools. Master's, 1940. Ohio State. 85 p. ms.

Finds that pupils register for courses in bookkeeping, typewriting, and shorthand for other reasons than preparing for an office position; and that there is a trend toward non-vocational objectives in this field.

1798. Royer, Harold L. An experimental study of the value, if any, of fluency in rhythm in teaching first year typewriting. Master's, 1940. Kans. St. T. C., Emporia. 288 p. ms.

1799. Saxon, Joy Peters. A study of two procedures in teaching typewriting. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 149)

Compares the teaching of typewriting by a formal textbook procedure and a socialized procedure. Concludes that both methods are good, but that in this experiment the textbook procedure was the better of the two methods.

1800. Schneidler, Gwendolen Goette. Further studies in clerical aptitude. Doctor's, 1940. Minnesota.

*1801. Schoenberg, Samuel. An historical analysis of the changing business life of New York City; a study of industrial and occupational trends for the

purpose of determining the probable future need for business workers in New York City. Doctor's, 1940. New York. 460 p. ms.

Concludes that since industrial and business statistics show a continued increase in the concentration of industries, businesses, and functions in New York City requiring greater proportion of business workers, a continued expansion in business education is justified, if the schools are to anticipate the employment needs of the businesses and industries.

1802. Schwarz, Norma Dorothy. The development of junior business training Master's, 1940. Texas.

1803. Shriver, Emory Lloyd. A commercial curriculum for Columbus, Nebraska. Master's, 1940. Nebraska. 75 p. ms.

Offers suggestions for a revised commercial curriculum, and an in-service training program for the teachers of the Columbus, Nebr., high school.

*1804. Skene, Etta C. A comparative study of the status of the teaching of business law in the public high schools in the States of Oklahoma and New Jersey. Master's, 1930. New York. 71 p. ms

1805. Springer, Lucile Young. Guidance, placement and follow-up activities in the secretarial science departments of collegiate schools. Master's, 1940. Tennessee. 154 p. ms

Analyzes replies received from 102 of the 183 colleges and universities receiving questionnaires on their secretarial departments. Finds that there has been a rapid growth in collegiate courses in secretarial science since 1925; that colleges give some general educational guidance but usually do not have a planned program of vocational guidance; that one half of the schools have a well organized placement bureau. Indicates that only 25 percent of the secretarial science departments follow up their graduates in an effort to assist the young worker or to improve the instruction in the department.

1806. Squires, Kenneth. The development of a course of study in general business training for the ninth grade in Sturgis high school, Sturgis, Michigan. Master's, 1940. Michigan.

1807. Stocker, Inez. Vocational survey of Hillsboro office workers. Master's, 1940. Texas.

*1808. Stone, Myrtle M. Status of business education in the publicly supported secondary schools in the State of Iowa. Doctor's, 1940. New York. 311 p. ms.

Studies six phases of business education. Shows the need of a State coordinator of business education in the secondary schools of Iowa.

*1809. Thompson, Albert W. A commercial job opportunity survey of Auburn, New York. Master's, 1940. Syracuse. 71 p. ms.

Surveys the commercial establishments and their needs in order to determine what commercial subjects are most needed in the high schools, and what opportunities there may be for the placement of students as they graduate from high school. Finds that book-keeping opportunities do not warrant additional vocational training for such positions; that the bookkeeper-stenographer must be adequately trained in order to fill the most frequently found office position requiring specific vocational training; that the stenographic worker is not in as great demand as is the general office worker; that care must be taken in training pupils in the use of office machinery to prevent overemphasis on equipment not commonly found in the offices in Auburn; that more training should be given in the use of simple office machinery.

1810. Wanous, S. J. Transcription standards in business correspondence. Doctor's, 1940. Pittsburgh. Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 371-78)

Describes the construction and validation of two tests by administering them to pupils enrolled in the finishing transcription course in 34 public secondary schools. Concludes that letter transcription is a complex process in which the transcriber is required to bring into use a variety of skills and knowledges. Recommends that in planning the transcription course, provision be made for giving instruction in all possible phases of the transcription process; that a certain degree of efficiency in written English be required for enroll-

ment in the transcription course, that training in written English be made an important part of the transcription training program; that minimal English efficiency standards for enrollment in the transcription course be established and additional English training correlated with transcription training.

1811. Wells, M. Agnes. A survey of the office duties of employed or formerly employed graduates of the shorthand course in the Benton Harbor high school. Master's, 1940. Michigan.

1812. Whitlock, Velma Louise. An analysis of the non-technical qualifications of the office worker. Master's, 1940. Tennessee. 170 p. ms.

Presents a questionnaire survey to determine the personal or non-technical qualities which the businessmen of Charlotte, N. C., desire their office workers to possess. Finds that the personal interview is considered the most important source of information regarding an applicant; that employers stress personal or non-technical qualities in in-service training programs; that employers wish the school to place more emphasis on the development of personal qualities in prospective office workers.

1813. Wilbanks, Oma Gladys. A survey of the development of shorthand. Master's, 1940. Texas.

1814. Williams, Mildred Josephine. A follow-up study of terminal business students at San Francisco junior college. Master's, 1940. Stanford.

1815. Woeber, Mary Agnes. A study to determine the knowledge and skills that should be taught in a high school retail training course. Master's, 1940. Iowa.

1816. Worley, Mary Sadie. A study of the history of distributive education. Master's, 1940. Ohio State. 119 p. ms.

1817. Wright, Harold I. A survey to determine the use made of typewriting and other commercial subjects by graduates of the Frankfort high school of Frankfort, Kansas, from 1930-1940. Master's, 1940. Iowa.

1818. Wyles, Alice E. A survey of distributive education as sponsored by the public schools in the State of Illinois. Master's, 1940. Iowa.

1819. Zearfoos, Helen M. A comparative study of Gregg and Thomas shorthand. Master's, 1940. Iowa.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

*1820. Ayers, Arthur W. A comparison of certain visual factors with the efficiency of textile inspectors. Doctor's, 1940. Penn. State. 44 p. ms.

Attempts to determine whether vision is one of the primary determinants of efficiency in such critical operations as the inspection of textiles; and to determine the relative importance of various visual factors requisite to satisfactory inspection, by studying 45 female operators engaged in final inspection of cones of rayon yarn. Describes vision tests administered to these operators, and the results of the tests.

1821. Backus, Willard E. Instructional analysis of woodworking hand tool processes with related information concerning properties and uses of wood. Master's, 1940. Michigan.

1822. Bailey, Claire W. Industrial arts in progressive education. Master's, 1940. Okla. A. & M. Coll.

Finds that a wider variety of materials and activities are available in industrial arts under progressive education; that more time is being devoted to the subject; that special emphasis is placed on creative activities, while vocational guidance and skills are ranked low in the placement of emphasis; that the individual method of instruction is taking the place of the group plan; that more teacher energy is required under progressive education; and that industrial arts still serves as an area of learning in the higher grade levels where the student may specialize in some field of industrial work.

1823. Baldwin, Willis Ambrose. The present status of industrial arts in the junior high schools of California. Master's, 1940. Oregon St. Coll. 127 p. ms.

1824. Barbour, Harry F. A course in crafts for the multiple shop courses in the junior high schools of Kansas City, Missouri. Master's, 1940. Colo. St. Coll. 75 p. ms.

Presents an outline for a 10-weeks course of study in multiple shop, covering leathercraft, pottery, jewelry and plastics, cement work, and electricity.

1825. Barnett, E. Lee. Fundamentals of trade education—designing and drafting in the education of the apprentice. Master's, 1940. Iowa.

1826. Beck, Elwin Russell. Concepts of industrial arts teachers with reference to certain phases of the industrial arts program. Master's, 1939. Iowa State. 67 p. ms.

Analyzes the opinions of 102 industrial arts teachers on various aspects of industrial arts teaching.

1827. Benz, Leland Arthur. Advisability of constructing home work-shop equipment in industrial arts classes. Master's, 1940. Iowa State. 48 p. ms.

1828. Berger, Lewis William. A study of the prognosis of industrial arts achievement in a junior high school. Master's, 1940. Kentucky. 40 p. ms.

Describes an experiment in which three tests of mechanical aptitude were given to 100 selected boys and their marks correlated with each other and with teachers' rankings. Recommends that pupils be grouped according to marks on these tests and teachers' rankings.

1829. Berry, Millard Laverne. An interpretation of the responses of 15 industrial arts men in positions of authority, relative to 57 industrial arts issues. Master's, 1939. Iowa State. 137 p. ms.

1830. Black, Raymond Eugene. A vocational training program for the Rockport public schools. Master's, 1940. Texas.

1831. Bohnstorff, William K. The history of industrial arts in the New Orleans public schools. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 190)

1832. Bottoms, Berry. A study of the crafts courses taught in the junior high schools of Amarillo, Texas. Master's, 1940. East Texas St. T. C. 139 p. ms. (Abstract in: East Texas State Teachers College. Graduate studies, 1940: 14-15)

Points out some of the possibilities of a crafts course for girls; and outlines the crafts course used in the Amarillo public schools during the school year 1939-40.

1833. Bradford, Frank Pruett. Survey of the industrial occupational opportunities in Muscogee County, Georgia, for graduates of the Jordan vocational high school. Master's, 1940. Ala. Poly. Inst. 80 p. ms.

1834. Brandstatt, Laverne. The status of practical electricity in the high schools of northern California: a proposed program. Master's, 1939. Oregon St. 53 p. ms.

Analyzes replies to letters and questionnaires sent to principals and instructors in high schools. Concludes that practical electricity should be part of the industrial-arts program in most of the high schools of the locality.

1835. Breedlove, Fred W. The history and operation of the Edward L. Hymes prevocational school in New Orleans. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 190-91)

Discusses the method of operation, objectives, curriculum, and physical equipment of a school which opened in 1937.

1836. Britton, Russell E. Extending vocational education opportunities through the control of instructional costs. Master's, 1940. Colo. St. Coll. 77 p. ms.

Studies the cost of instruction of nine vocational schools in Wisconsin on a per-pupil basis.

1837. Broadbent, Vernon Edgar. A four year course in woodwork for a comprehensive high school. Master's, 1940. Stanford.

1838. Brumley, Oscar H. The status of industrial arts for girls in the secondary schools of Ohio. Master's, 1939. Ohio Univ. 74 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1939: 10-11)

Finds that 18 schools were offering industrial arts for girls in classes with boys, and working conditions and aims were similar for boys and girls; that 5 schools were offering courses for girls only in home mechanics, household mechanics, woodworking, printing, architectural drawing, mechanical drawing, handcraft, and general shop; that 9 systems had exchange or cooption plans covering periods of time from 2½ to 6 weeks; that a total of 753 girls were receiving experience and training in the field of industrial arts in these schools in classes for girls, in classes for boys, and in cooperation plans. Shows that about 82 percent of the teachers of industrial arts in Ohio think that provisions for girls in industrial arts are not adequate in their respective schools.

1839. Buford, John Ezell. The revised vocational curriculum for Washington high school in Sand Springs, Oklahoma. Master's, 1940. Colo. St. Coll. of Ed.

1840. Byron, J. Marvin. Instructional aids for teaching electricity in a high school industrial arts course. Master's, 1940. Tennessee.

Finds that the outstanding electrical interests center on radio, motors, and house wiring, in descending order. Includes 30 photographs showing the design and use of equipment which can be built economically in the shop; and a table giving reference citations as to book and location in the book where 166 general electrical topics may be found in 51 books suitable for use by pupils and teachers of electrical courses in high-school industrial arts.

1841. Chamberlain, Duane G. A study of shopwork in small high schools in the State of Michigan. Master's, 1940. Michigan.

1842. Clark, Henry M. Methods for selecting boys for vocational classes best suited to their interests and aptitudes. Master's, 1940. Stout. 84 p. ms.

1843. Clausen, Douglas W. A study of the methods, media and technique used in interpreting vocational and adult education in Wisconsin. Master's, 1940. Wisconsin.

1844. Collins, Basil Knight. Photography as an industrial arts activity. Master's, 1940. Ala. Poly. Inst. 106 p. ms.

1845. Cox, George Bryan. A guide to a shop planning program for Oregon schools. Master's, 1940. Oregon St. Coll. 167 p. ms.

1846. Crosby, Edmund D. Simplified sheet-metal operation sheets for mentally retarded boys. Master's, 1940. Colo. St. Coll. 111 p. ms.

Develops operation sheets, illustrated by pictures of each step in the operation, and with a vocabulary just below the third-grade level, for use by boys in the Wayne County Training School, Northville, Mich.

1847. Cuthbertson, Gilbert. A work book for the beginning worker in service stations. Master's, 1940. Colo. St. Coll. 76 p. ms.

1848. Davis, Henry Ernest. Industrial arts teaching as a vocation. Master's 1940. Oregon St. Coll. 75 p. ms.

1849. Davis, Marion Raymond. Visual teaching aids for hand-tool processes in woodworking. Master's, 1940. Oregon St. Coll. 115 p. ms.

1850. Day, Charles Milton. A course of study in elementary photography which may be used as either a curricular or an extracurricular activity in the secondary school. Master's, 1940. Colo. St. Coll. of Ed

1851. Dick, Arthur A. A dual organization of general shop with related subjects. Master's, 1940. Maryland.

1852. Digby, Cleo E. A survey of curricula and facilities for teaching industrial arts in the county schools of Cuyahoga county, Ohio. Master's, 1940. Bowling Green. 78 p. ms. (Abstract in: Bowling Green State University. Abstracts of masters' theses, 1935-1940: 32)

Discusses the courses of study, training of the instructors, number of industrial-arts subjects taught in each school, and the type of laboratory in the schools.

1853. Easterly, Clay A. A survey to determine the opportunities for improving the program of vocational education in Bristol, Tennessee-Virginia. Master's, 1940. Tennessee. 118 p. ms.'

Includes a brief description of two high schools; a follow-up of the 1939 senior classes; questionnaires sent to the 1940 senior classes; and an occupational survey of 115 industrial establishments of Bristol.

1854. Espendez-Navarro, Juan. An historic development of practical arts and vocational education in the Island of Puerto Rico, 1898-1939. Master's, 1940. Indiana. 283 p. ms.

1855. Fitzpatrick, Dorothea Chaffee. Mexican crafts in relation to related arts in the Calexico public schools. Master's, 1939. Oregon St. 89 p. ms.

1856. Forsythe, Loren Porter. A study of the content of courses in bench woodwork as recommended in authoritative sources. Master's, 1939. Agr. and Mech. Coll. of Texas. 54 p. ms.

1857. Frankson, Carl E. The organization and content of an adjustment service for junior employment, in the semi-skilled mechanical occupations for Monroe, Michigan. Master's, 1940. Colo. St. Coll. 307 p. ms.

Sets up, in detail, a training program for the semi-skilled occupations.

1858. Funkey, Lyman H. Industrial training for fresh water commercial fishermen. Master's, 1940. Colo. St. Coll. 125 p. ms.

Studies industrial fishermen of Marinette, Wis., to determine the type of training and subjects desirable in a program of part-time and adult education.

1859. Gates, Floyd C. A survey of industrial arts from the parents' point of view in Wood county, West Virginia. Master's, 1939. Ohio Univ. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 26)

Shows that the outstanding objectives given by the parents for industrial arts are exploratory and general education; and that the parents suggest that industrial arts be more practical and be given better equipment and more time and guidance.

1860. Gierhart, Kenneth. A survey of teaching of industrial arts in small high schools. Master's, 1940. Wittenberg. 141 p. ms.

Studies current trends in the methods of teaching industrial arts in Ohio. Finds that 40 different areas of industrial arts are being taught in 288 schools in Ohio, providing nearly 20,000 pupils with exploratory and try-out opportunities; that there is little uniformity in the number of periods a week devoted to industrial arts; that woodwork receives more emphasis than any other single course; and that 50 percent of the instructors reporting had never had trade experience.

1861. Gonzales, Marcelo. A proposed type of vocational school for Filipino rural education. Master's, 1940. Oregon.

1862. Green, Howard Wilson. Setting up a suggested method or procedure for organizing and teaching the needed skills and information on 50 shop jobs that are adapted to Reeltown community. Master's, 1940. Ala. Poly. Inst. 125 p. ms.

1863. Griffith, Clyde E. A study of light in the industrial arts laboratories of the New Orleans public schools. Master's, 1939. Louisiana State (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 192)

1864. Gunderson, B. Harry. An annotated and evaluated list of industrial teaching aids for metal working classes. Master's, 1940. Indiana. 120 p. ms.

1865. Hackman, Ray Carter. The differential prediction of success in two contrasting vocational areas. Doctor's, 1940. Minnesota.

1866. Harrison, Oval Stanley. The development of industrial education in Missouri. Doctor's, 1940. Missouri.

1867. Heldreth, William Virgil. Characteristics of the general shop. Master's, 1940. Iowa State. 87 p. ms.

1868. Hendershott, Cleo Hammett. A study of native Texas clays relative to their value for pottery making in the public schools. Master's, 1940. North Texas St. T. C.

1869. Holloway, Robert L. A proposed arts program. Master's, 1940. Ohio State. 48 p. ms.

Presents an integrated program of the industrial arts, fine arts, and home economics courses for the Gallion Junior High School.

1870. Hostetler, James C. An industrial arts curriculum for the retarded and maladjusted pupils of Bloomington high school. Master's, 1940. Colo. St. Coll. 68 p. ms.

Describes a 4-semester program developed for Bloomington, Ill., which permits of individual work, and the transfer of students back and forth between the special and regular industrial-arts courses.

1871. Humbargar, Solomon Wainwright. Development of a practical course in internal combustion motors and power farm equipment. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 57).

Presents a practical course for a rural high school in Larned, Kans., to help the farmer with power farm-equipment problems.

1872. Illingworth, Charles W. Vocational and adult education in Wisconsin: administration and supervision. Master's, 1940. Stout. 603 p. ms.

1873. Johnson, Arvid N. A study of the industrial arts program in the senior high schools of Lincoln, Nebraska. Master's, 1940. Stout. 38 p. ms.

1874. Johnson, C. W. An appraisal of industrial arts: with reference to its development in the State of West Virginia. Master's, 1940. Ohio State. 127 p. ms.

1875. Jones, Leonard. Matching abilities and jobs. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 60)

Analyzes methods used in placing individuals in jobs, stressing the use of psychological tests and measurements, and the results obtained from the use of such tests. Indicates that the personal interview and the application form are the most commonly used techniques; and that there is a tendency to bring in job analysis as a basis for refinement of prognostic tests.

1876. Kastler, John O. Parent opinion of manual training in New Orleans. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 193)

Analyzes replies to questionnaires distributed to 5,859 parents. Indicates that a large percentage of the parents were favorable to the teaching of the present course, and that they expressed a desire to have manual-training instruction continued beyond the elementary grades and introduced into the high schools of the city.

1877. Kilpatrick, Joseph Jay. Fundamental factors in the evolution of non-vocational auto-mechanics. Master's, 1939. Oregon State. 134 p. ms.

1878. King, Cecil E. The teaching of woodwork in Virginia high schools. Master's, 1940. Tennessee. 99 p. ms.

Studies the teaching of industrial-arts woodworking in 37 Virginia high schools in 1938-39.

1879. Kirk, Harold H. Bookbinding, a study of its history, equipment and techniques. Master's, 1940. Ohio State. 213 p. ms.

Presents a content study of extra or hand binding with reference to its use in the graphic-arts shop on the secondary-school level.

1880. Koch, Norbert H. Industrial arts needs in Rule high school, Knoxville, Tennessee. Master's, 1940. Tennessee. 70 p. ms.

Studies the intelligence, vocational aptitude, occupational background, and occupational preferences of 185 high-school boys. Finds that industrial arts was chosen by 81.3 percent of the boys, most of whom chose it because they thought it would help them in their future life; that they asked for 15 different industrial-arts courses not now offered, and that 75.6 percent expressed a desire for a community workshop.

1881. Krueger, Albert T. A study of trade and industrial education in Texas since its inception. Master's, 1939. Agr. and Mech. Coll. of Texas. 70 p. ms.

Finds that there has been a steady increase in all trade and industrial education programs from the time they became stabilized, the average annual growth for all programs being approximately 31 percent.

1882. Lange, Corinth E. Result of a directed program of instruction in the basic skills. Master's, 1940. Iowa.

1883. Larson, Roy O. The validation of a course of study in general printing. Master's, 1940. Stout. 35 p. ms.

1884. Lee, Floyd W. Selection and evaluation of related information pertaining to woodworking in 30 senior high schools. Master's, 1940. Stout. 48 p. ms.

1885. Leet, H. G. Basic principles for improving the thinking habits of industrial arts students in the field of industrial arts. Master's, 1940. Colo. St. Coll. 117 p. ms.

1886. Lilly, Bob Thomas. A study of vocational rehabilitation of disabled citizens in Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 45 p. ms.

Studies records of 1,721 cases placed on a self-sustaining status by the Division of Vocational Rehabilitation from 1929 through 1938.

1887. LoVette, Dallas D. Development of technique in American woodcarving. Master's, 1940. Colo. St. Coll. of Ed.

1888. McKeown, Russell J. Outcomes of the Alamosa, Colorado, part-time diversified occupations course at the end of five years of its operation. Master's, 1940. Arizona St. T. C. 60 p. ms.

1889. Manly, J. B. A course in art metal for Southwest high school. Master's, 1939. Colo. St. Coll. 63 p. ms.

1890. Martens, Arthur C. Course content for the general shop in consolidated schools. Master's, 1939. Iowa State. 96 p. ms.

1891. Maxwell, John B. Industrial arts in the Dayton, Ohio, public schools. Master's, 1940. Ohio State. 124 p. ms.

1892. Maynard, Louis Jackson. Trends in trade and industrial education in the secondary schools of Oklahoma. Master's, 1940. Okla. A. & M. Coll.

Traces general trends in trade and industrial education over the past 20 years, dealing with trends in teacher qualifications; development of the different types of programs;

student enrollment; number of teachers; minimum entrance ages for students; financial trends; and the administrative organization.

1893. Meuler, Milton Carl. The extent to which industrial arts contributes toward the recognition of aesthetic qualities in industrial products. Master's, 1939. Iowa State. 91 p. ms.

Presents results of tests in the recognition of aesthetic qualities in industrial products, given pupils in six schools in Iowa.

1894. Meyer, Edwin David. A follow-up study of industrial arts graduates of Oregon State college since 1915. Master's, 1940. Oregon St. Coll. 107 p. ms.

1895. Miller, E. E. A study of the grading of industrial arts woodworking projects. Master's, 1939. Agr. and Mech. Coll. of Texas. 35 p. ms.

Analyzes 84 replies to a questionnaire sent to 167 schools having State affiliated courses in first-year woodwork. Finds that all of the teachers used different marking systems. Recommends that the mark be based on the finished product, and that definite marking standards be used.

1896. Miller, Everett R. The relationship between industrial arts courses and occupational choices. Master's, 1940. Colo. St. Coll. 89 p. ms.

Concludes that the industrial-arts courses aided in the occupational choices of students at Dunwoody Industrial Institute, Minneapolis, Minn.

1897. Mitchell, Lottie B. M. A study of the post-high school careers of the graduates of Ponchatoula high school: a study in education. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 139-40)

Attempts to determine the educational status; occupational distribution; marital status; geographical distribution; leisure-time activities; social and civic activities; and the value they place on their high-school training by graduates of the classes of 1931 and 1932. Finds that more than 50 percent of the graduates think a high-school education adequate in every respect. Concludes that schools must provide an education more completely adapted to everyday life.

1898. Mitchell, W. Dee. Criteria for evaluating an industrial arts department. Master's, 1940. Okla. A. & M. Coll.

Attempts to establish criteria for evaluating an industrial-arts department.

1899. Mordy, Francis Earl. A proposed course in occupations based upon the present status of courses and upon experimentation. Master's, 1939. Kans. St. Coll. 99 p. ms.

1900. Myrick, G. E. Trends in industrial arts education. Master's, 1940. East Texas St. T. C. 137 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 46-48)

Studies trends in industrial arts education from its earliest introduction into the United States to the present time.

1901. Nee, William Joe. A survey of industrial arts in the public schools of Oregon. Master's, 1940. Oregon St. Coll. 65 p. ms.

1902. Norton, John F. Vocational high school needs for Schenectady. Master's, 1940. N. Y. St. Coll. for Teach.

1903. Oxley, Richard E. A study of the educational value of group projects in industrial arts on a secondary level. Master's, 1940. Ohio Univ. 96 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 38)

Concludes that the group project furthers the aims of education and that such a project is in harmony with the trends of education; that the project meets the approval of pupils, teachers, and supervisors; and that the group project promotes the orientation function, consumer function, technical function, social function, and cultural function of industrial arts; and that the group project in industrial arts on the secondary level has definite educational value.

1904. Peiffer, Herbert Claire, jr. Vocational education in California under the first Commissioner of industrial and vocational education. Doctor's. 1940. Standard. (Abstract in: Stanford University. Abstracts of dissertations . . . :31-34)

Emphasizes developments in the agricultural, commercial, homemaking, and industrial phases of vocational education at the secondary level.

1905. Pendleton, John Henderson. Industrial arts as a factor in adult education. Master's, 1940. Iowa State. 80 p. ms.

Studies the opinions of 27 industrial-arts and farm-shop teachers in Iowa and Utah as to the ways that industrial arts may contribute to better use of leisure time, wiser consumption, and greater economic security. Concludes that adults are interested in industrial arts, and shows the need for, and feasibility of, making industrial arts a part of the adult-education programs of these States.

1906. Peoples, Earl Ray. Graduate work in industrial education at Iowa State college from 1928 to 1940. Master's, 1940. Iowa State. 79 p. ms.

1907. Perkins, Malcolm Henry. Industrial arts content for the home craftsman Master's, 1939. Iowa State. 60 p. ms.

Analyzes projects appearing in six magazines, in their industrial-arts or homecraft sections. Suggests a general shop course based on the frequencies of job operations found in the analysis.

1908. Reid, James W. Aviation in the high school curriculum. Master's, 1940. West Texas St. T. C.

1909. Ritzman, Herbert C. A program of trade extension and apprentice training in sheet metal in Superior, Wisconsin. Master's, 1940. Stout. 90 p. ms.

1910. Rule, Paul Hopkins. Industrial arts in education for leisure. Master's, 1940. Washington. 136 p. ms.

Concludes that industrial arts offers a valuable avenue whereby leisure hobbies and interests may be fostered.

1911. Rung, Thomas Jacob. An analytical survey of industrial and home service occupations for the purpose of ascertaining vocational curricular needs in the Allentown school district. Master's, 1940. Penn. State.

1912. Ruppert, J. C. Procedures used in securing and teaching related information for acetylene welding. Master's, 1940. Okla. A. & M. Coll.

1913. St. George, R. Edward. An analysis of the filling station business with special regard to the operator's duties and responsibilities with recommendations for training. Master's, 1940. Alabama. 120 p. ms.

1914. Schmid, Harry C. Trends in trade and industrial education in the public schools of the City of Minneapolis. Master's, 1940. Colo. St. Coll. 100 p. ms.

Shows an increase in enrollment in day classes in two vocational schools, and a neglect of trade-extension education.

1915. Schwartz, Jack. Comparison of requirements in 200 vocations, 1929 to 1938. Master's, 1939. Temple. 98 p. ms.

1916. Scott, Charles M. The pre-college background of industrial arts majors and minors at the Colorado State College of Education, 1939-40. Master's, 1940. Colo. St. Coll. of Ed.

1917. Sherman, Allen John. Learning content in violin making for industrial arts students. Master's, 1940. Iowa State. 86 p. ms.

1918. Shillinger, Michael W. A study of changes in the election of industrial arts subjects in South high school during the years from September 1936 to June 1940. Master's, 1940. Michigan.

1919. Simpson, J. L. A survey of the methods, techniques, and procedures used in teaching slow-learners in industrial arts in Indiana. Master's, 1940. Ind. St. T. C. 40 p. ms. (Abstract *in*: Indiana State teachers college. Teachers college journal, 11: 154-55, July 1940)

Concludes that industrial-arts courses must be adjusted to suit the needs, limitations, aptitudes, capacities, and interests of slow-learning pupils; that the slow-learning pupil must have confidence in his ability to contribute something worth while to the class; must have confidence in his teacher; must see that he is making progress; must have a definite place in the shop personnel and organization; and must be guided expertly in each step or procedure.

1920. Snide, Amos C. A survey of industrial arts in the Muskingum Valley conference. Master's, 1940. Ohio Univ. 101 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 49)

Compares the industrial-arts programs in Caldwell, Crooksville, Glouster, McConnellsville, New Concord, New Lexington, and Philo, and offers suggestions for improving the programs.

1921. Snyder, James Monroe. Carburetion: with emphasis on content for instruction. Master's, 1940. Ohio State. 79 p. ms.

1922. Stiles, Harold Leander. A study of industrial arts supervision in schools not employing special supervisors. Master's, 1939. Oregon St. 61 p. ms.

1923. Strong, Charles R. Validation of instructional repair jobs for trade classes in automotive maintenance. Master's, 1940. Stout. 132 p. ms.

1924. Stroud, Vaden H. Pre-engineering and technical service curricula, based on the vocational interests of high school boy students. Master's, 1940. Colo. St. Coll. 150 p. ms.

Outlines units for pre-engineering courses

1925. Swindell, George. A survey of industrial arts in Warren county. Master's, 1939. Ohio Univ. 69 p. ms. (Abstract *in*: Ohio university. Abstracts of masters theses . . . 1939: 65)

Finds that the industrial-arts courses were not the most expensive courses in the curriculum. Shows that the subject can be modernized in Warren County if the need is brought home forcefully to the teachers, industrial-arts authorities, and business men who are familiar with the functions of industrial arts as it is presented today.

1926. Taylor, Cyrus Byrdart. Home planning as an industrial arts activity. Master's, 1940. Iowa State. 100 p. ms.

1927. Thomas, Harry O. A study of the Isaac Delgado central trades school graduates from June 1933 to June 1937. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State University. Bulletin, vol. 32 N. S.: 194-95)

Analyzes 209 replies to a questionnaire sent to 326 graduates of this period. Concludes that in most cases the training is considered adequate; that in about two-thirds of the trades considered the wages are sufficient; and that the fields are overcrowded in all but a few of the 14 trades considered.

1928. Thomas, Helen Leona. The occupational training of high school pupils. Master's, 1939. New Mexico.

1929. Thompson, Franklin Halstein. The functioning of the art knowledge of junior high school pupils and teachers in industrial arts classes. Master's, 1940. Iowa State. 72 p. ms.

1930. Thorson, Oscar Martin. Technical information for woodworking in junior high schools. Master's, 1939. Iowa State.

Analyzes 10 junior high-school teachers' evaluation of the importance of certain woodworking facts, and lists topics of technical information.

1931. Underhill, Harold W. A source unit of metalworking tool processes for a junior high physical environment course. Master's, 1940. Colo. St. Coll. 60 p. ms.

1932. Van Bevers, Clell. The historical development of vocational education in the United States. Master's, 1940. East Texas St. T. C. 158 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 61-63)

Traces the development of vocational education from the days of apprentice training to date, stressing the industrial school; the part-time cooperative school; the continuation school; the day-vocational or trade school; and the corporation school. Discusses the part played by the Federal Government in advancing the work of vocational education.

1933 VanDelden, Egbert H. Exploration of a technique for the preparation of occupational outlooks. Doctor's, 1940. New York. 131 p. ms.

Analyzes 40 industries which employ 60 percent of the industrial wage earners, for the period 1879-1937, in an attempt to develop a technique for measuring occupational prospects

1934. Vaughn, Gerald Oliver. Materials of the automotive trade: their source, composition, production, and use. Master's, 1939. Stanford

1935. Waldhauser, Damon W. Employee relations of students in a cooperative part-time class. Master's, 1940. Colo. St. Coll. 152 p. ms.

Studies specific difficulties that students in part-time cooperative classes in Craig, Colo., have with their employers. Offers course units designed to correct them

1936. Walker, Ernest E. The place of the industrial arts in the junior high school. Master's, 1940. Okla. A. & M. Coll.

Concludes that subjects included in the industrial-arts program should be selected on the basis of their contribution to the maximum development of the junior high-school youths.

1937. Ward, Clifton Francis. A study of vocational rehabilitation in Utah. Master's, 1939. Utah. 75 p. ms.

1938. Warner, George Ormond. Vocational preferences of ninth grade boys in the junior high school of Arkansas City, Kansas. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 127-28)

Analyzes replies to a questionnaire by 107 boys enrolled in the ninth grade of the junior high school of Arkansas City.

1939. Welborn, James David. An analysis of factors which will determine the application of design to industrial arts projects. Master's, 1940. North Texas St. T. C.

1940. Wertz, Clifford R. Development and use of photography in the industrial arts laboratory. Master's, 1940. Ohio State. 135 p. ms.

Concludes that the subject is ideally applicable for material as subject matter in school-shop work, and that there is a shortage of suitable printed material to be used as texts.

1941. Wham, R. I. Suggestions for the organization of a county trade school for Seminole county, Oklahoma. Master's, 1940. Okla. A. & M. Col.

Shows that a trade school might well be organized to offer instruction in evening classes, part-time classes, and day-unit trade classes.

1942. Wheeler, Paul S. A plan for the industrial arts department in Bartlesville, Oklahoma, junior college. Master's, 1940. Colo. St. Coll. 57 p. ms.

Recommends courses in mechanical drawing, auto mechanics, architectural drawing, and carpentry.

1943. White, Henry Andrew. Correlation between mechanical aptitude and information relating to automobile mechanics. Master's, 1940. Iowa State. 117 p. ms.

*1944. Whitesell, Harry Sellers. A study of the vocational school programs in 10 cities in the United States. Master's, 1940. George Washington. 116 p. ms.

Studies the plan of administrative organization and the program of offerings in the vocational schools of these cities. Analyzes data on: The community; administrative organization of the vocational school; enrollment and entrance requirements; organization of instruction; vocational courses offered; and placement.

1945. Wilson, Carl S. A job opportunity survey of Lincoln County, Mississippi, with special reference to the needs of junior college students. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 157)

Shows an urgent need for educational administrators to give serious consideration to the reorganization of vocational courses at the junior-college level.

1946. Wilson, Paul L. Science involved in the teaching of general metal. Master's, 1940. Colo. St. Coll. of Ed.

1947. Winsor, A. L. A study of tension of student pilots during training. Ithaca, N. Y., Cornell university, 1940.

Studies changes in pulse rate, respiration rate, blood pressure, steadiness, and secretion rate during all aspects of flight training.

1948. Wise, Glenn Orion. Methods of interpreting industrial arts. Master's, 1939. Iowa State. 125 p. ms.

Presents a summary of the different methods and techniques of interpreting the industrial arts program.

1949. Woodin, J. C. The Wichita plan of training airplane mechanics. Master's, 1939. Colo. St. Coll. 76 p. ms.

Describes a training program, worked out in 1939 in cooperation with local factories, in which applicants accepted by the companies were trained in a high school in Wichita, Kans.

AGRICULTURAL EDUCATION

1950. Alsabrook, Paschel Henry. A study to determine in what farm shop jobs a teacher of vocational agriculture should have training in order to accomplish an acceptable shop program. Master's, 1940. Ala. Poly. Inst. 55 p. ms.

1951. Benton, Ralph Albert. The determination of subject matter for a course in soil conservation for boys in high school. Master's, 1940. Nebraska.

1952. Bible, Bond L. Significant factors in the development of a long-time supervised farm practice program. Master's, 1940. Penn. State.

1953. Bowen, William C. Factors relating to the choice of two majors in Clemson college—agricultural education and technical agriculture. Master's, 1940. Colo. St. Coll. 44 p. ms.

Studies two groups of students as to their general intelligence; high school and college marks; marks in English; subjects taken in high school and in college; home opportunities; home conditions; plans for graduate work; and vocational intentions. Shows that there is not enough difference between students preparing to teach vocational agriculture and students pursuing technical courses to conclude that one group is superior to the other.

1954. Bresslar, Glenn Otto. Approved practices for vocational agriculture projects: the development of lists of approved agricultural practices for all types of vocational agricultural projects with recommendations for their use. Master's, 1940. Penn. State.

1955. Chubb, Calvin Baker. An analysis of certain personal and environmental factors of urban and rural trainees in agricultural education and similar courses. Master's, 1940. Penn. State.

1956. Collins, Spelman B., Shreve, Robert L., and Thompson, J. I. Sheep projects for California future farmers: a guide to profitable production: Lamb feeding projects; ewe and lamb projects; producing pure-bred range rams; flock improvement projects. San Luis Obispo, California Polytechnic School, 1940. 44 p. ms.

1957. Higgins, Donald Vance. Influence of adult agricultural evening schools upon farm practices of those attending. Master's, 1940. Iowa State. 62 p. ms.

1958. Dobervich, Sam. Problems encountered in becoming established in farming by young men trained in vocational agriculture. Master's, 1940. Iowa State. 146 p. ms.

1959. Evans, Arthur Hugh. Factors affecting the establishment in farming of 100 former students of the vocational agriculture department of Hudson, Iowa. Master's, 1939. Iowa State. 118 p. ms.

Studies the occupations, marital status, type of farm tenure, economic status, residence, and satisfaction with their jobs of these former students.

1960. Farmer, Gordon C. The home grounds improvement enterprise. Master's, 1940. Va. Poly. Inst. 220 p. ms.

Analyzes the home grounds improvement enterprise into teaching units adapted to farm-home situations.

1961. Ferdum, Clarence Raleigh. A study of the occupational distribution of former students of Waialua high school and its relationship to the vocational agricultural program. Master's, 1940. Hawaii. 67 p. ms.

1962. Fowler, Hornsby Joseph. Teacher response to required teaching time in vocational agriculture. Master's, 1940. Tennessee. 123 p. ms.

Finds that Tennessee teachers consider 60 minute periods for shop work and field trips too short, and consider 60 minute periods sufficient for laboratory exercises and classroom exercises. Concludes that the supervised farm program and out-of-class activities provide time and facilities for effective training, and that these programs should be considered as organized instruction and the time so used should be counted as such.

1963. Jepson, R. B. A program of farm practice supervision for vocational agriculture teachers in Nevada. Master's, 1940. Colo. St. Coll. 77 p. ms.

Shows the important activities in which teachers of vocational agriculture should engage in order to supervise adequately the home-project work of boys in their vocational agricultural classes.

1964. Johnson, Harold F. The type and amount of agricultural training received by Greeley, Colorado, farmers. Master's, 1939. Colo. St. Coll. 48 p. ms.

Shows the need for vocational agriculture in the Greeley high school and in adult evening classes.

1965. Kennedy, Harold William. Objectives of agricultural education: historical and present status. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 32: 205-212)

Discusses the historical and present status of agricultural education in the United States; economic objectives; personal problems; group relationship; and secondary social and civic objectives.

1966. King, Rufus B. Teaching data dealing with corn for the use of teachers of agriculture in Virginia. Master's, 1940. Va. Poly. Inst. 192 p. ms.

Presents 169 units on various phases of the corn enterprise.

1967. Knopf, Theodore N. A survey of the status of teachers of vocational agriculture in Michigan for 1939-40. Master's 1940. Michigan.

1968. LaBue, Grove G. Occupational status of State farmers of Texas. Master's, 1939. Colo. St. Coll. 40 p. ms.

Finds that 63 percent of the 262 boys who received the State farmer degree were engaged in some type of farming, while another 10 percent were in occupations relating to farming.

1969. Littlepage, Cleveland L. Range and pasture improvement data for teachers of vocational agriculture in areas of west Texas. Master's, 1940. Texas Tech. Coll. 96 p. ms.

1970. McClelland, John Barnhart. Opportunities for placement and establishment on farms in selected Ohio communities where vocational agriculture is

taught. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 33: 167-73)

Studies farms and farm operators; the average size of the farms; the amount of labor on farms used in this study and the amount of labor needed; opportunities for buying farms; opportunities for renting farms; opportunities for employment as hands; opportunities for employment on a share basis. Concludes that opportunities for placement and establishment on farms other than the home farm vary greatly in number and in desirability; that many of the most desirable opportunities have high requirements as to capital and personal qualifications.

1971. Myers, Paul F. The construction of job sheets in farm forge shop Master's, 1940. Va. Poly. Inst. 263 p. ms.

Gives drawings and detailed directions for carrying on the work involved in each of the 48 forge jobs.

1972. Nelson, Eldridge Esaw. A study of Houston County to determine whether the course of vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1940. Ala. Poly. Inst. 42 p. ms.

1973. Perky, James B. To formulate a score card to evaluate programs of vocational agriculture in Oklahoma. Master's, 1939. Colo. St. Coll. 56 p. ms.

Describes the construction of a score card for the evaluation of programs of vocational agriculture

1974. Phillips, Howard Edward. The effort of the supervised practice program on the post school farm program. Master's, 1940. Ala. Poly. Inst. 55 p. ms.

1975. Pulley, Mason H. A follow-up study of graduates, post graduates, and those qualified to teach by taking certain classes in agricultural education at Virginia polytechnic institute. Master's, 1940. Va. Poly. Inst. 85 p. ms.

Studies the occupations of 432 men and women who studied vocational agriculture between 1918 and 1938. Finds that 60 percent of those trained to teach agriculture are now engaged in that occupation; and that most of the others are in occupations related to agriculture or to teaching.

1976. Richard, C. E. and Wakeman, T. J. A study of the occupational status of former students of vocational agriculture, 1936-37. Master's, 1940. Va. Poly. Inst. 83 p. ms.

Studies the records of 11,630 ex-students of vocational agriculture in Virginia, and on 1,015 individual records of ex-students. Finds that 38.4 percent of the former students of vocational agriculture remained in farming and 7.2 percent in related occupations.

1977. Robinson, R. O. Efficiency of supervised farm practice work in 22 departments of vocational agriculture near Reynolds, Illinois. Master's, 1940. Colo. St. Coll. 104 p. ms.

Finds that general planning was more efficiently conducted than preliminary planning, while provisions for instruction were more efficiently administered than job planning. Concludes that most phases of supervised farm practice could be greatly improved.

1978. Ruch, Rex Edward. Agricultural economics taught in adult agricultural evening schools in Iowa. Master's, 1939. Iowa State. 70 p. ms.

Evaluates course offerings in agricultural economics in the evening schools of Iowa from 1935-39.

1979. Salem, Olive A. Surveying and analyzing the farm business. Blacksburg, Va. Poly. Inst., 1939. 32 p. ms. (Department mimeograph, no. 45)

Presents and analyzes a specimen farm-business survey.

†1980. Sanders, Harry W. and ———. Organized teaching data on chickens. Blacksburg, Va. Poly. Inst., 1939. 79 p. (Bulletin of the Va. Poly. Inst., vol. 38, no. 2)

Presents 68 units organized under 15 jobs involved in various phases of poultry production. Includes experimental data to encourage farmers and farm boys to adopt improved practices in poultry production.

1981. ———. Organizing and using factual data in teaching: for the use of teachers of agriculture in Virginia. Blacksburg, Va. Poly. Inst., 1939. 40 p. ms. (Department mimeograph, no. 43)

Offers suggestions for recognizing good subject matter; securing and organizing it; preparing, filing, and storing charts and other material; and planning and teaching a lesson, using charted data.

1982. Satterwhite, Wilburn A. History of soils and erosion in the Floyd school district. Master's, 1940. East Texas St. T. C. 130 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 52-53)

1983. Scarborough, C. Cayce. An attempt to secure the proper interpretation of a program of vocational agriculture in Beauregard community. Master's, 1940. Ala. Poly. Inst. 50 p. ms.

1984. Scott, Joseph Kyle. The construction of individual instruction or job sheets in farm mechanics for the use of students and teachers in vocational education in agriculture in Virginia. Master's, 1940. Va. Poly. Inst. 185 p. ms

Classifies 66 farm-mechanics jobs under 5 main headings; and constructs job sheets for carrying out the work involved in each of the jobs.

1985. Sharitz, T. J., jr. Comparison of Virginia Future Farmers of America receiving the State farmer degree between 1927-1933 with boys not holding the same degree. Master's, 1940. Va. Poly. Inst. 86 p. ms.

Compares the high-school and post high-school leadership and citizen records of 306 State farmers with those of 269 boys who had not received the degree.

1986. Speiser, Alfred T. A three year farm mechanics course of study for the Del Norte, Colorado, high school. Master's, 1940. Colo. St. Coll. 58 p. m.

Finds that the program of the first year is devoted to basic training, and the second and third years cover activities similar to those found on farms in the vicinity of the school.

1987. Spillman, Claude Omar. The relation of the economic production of farmers of the Southern Appalachian region to certain social factors. Doctor's, 1939. Kentucky. 498 p. ms.

Attempts to show the relationship between the size of the agricultural income per farm person in selected counties in Georgia, Kentucky, and Tennessee, and health of farm persons; health facilities on the farm; commission of crime by persons living on farms; church membership; educational status; educational facilities; and fecundity ratio. Recommends vocational training; training in conservation; part-time instruction; integration of educational facilities; and increased State equalization funds.

1988. Sutherland, S. S. A history of agricultural education in the secondary schools of California, 1901 to 1940. San Luis Obispo, California Polytechnic School, 1940. 60 p. ms.

Discusses the early developments of the teaching of agriculture in State schools, 1900-1906; the beginnings of agriculture in the high schools, 1905-1910; the development of academic-agriculture and agriculture-science courses, 1910-1916; the introduction of vocational agriculture into the high schools of California, 1917-20; vocational agriculture accepted and its position consolidated, 1924-29; the depression era, 1931-34; and the post depression era, 1935-40.

1989. ———. Who should enroll for high school classes in vocational agriculture? San Luis Obispo, California Polytechnic School, 1940. 4 p. ms.

Concludes that enrollment in high-school classes in vocational agriculture should be limited, insofar as possible, to pupils whose past history and present conditions indicate that they

have an interest in following an agricultural occupation; opportunity to do so; and the aptitude and experience necessary to succeed in this field.

1990. Tait, Reginald L. To determine what farm shop jobs a teacher of vocational agriculture should have training in before he can accomplish an acceptable shop program. Master's, 1940. Ala. Poly. Inst. 68 p. ms.

1991. Taylor, Joseph B. Worthwhile training for prospective tenant farmers. Master's, 1940. Colo. St. Coll. 59 p. ms.

Describes desirable qualifications and characteristics of tenant farmers; and suggests units of instruction and necessary lessons.

1992. Thompson, J. I. Hog project summary. San Louis Obispo, California Polytechnic School, 1940. 3 p. ms.

1993. Turner, John Frank. A program of evening school instruction designed to meet the needs of adult farmers in the Evergreen, Alabama, school area. Master's, 1940. Ala. Poly. Inst. 25 p. ms.

1994. Vessel, Matt Frank. The study of conservation education in the rural areas of the United States. Doctor's, 1940. Cornell. 652 p. ms.

1995. Vose, Ralph H. A study of the work in farm mechanics taught in the departments of vocational agriculture of western Nebraska and the training in farm mechanics received by the teacher. Master's, 1939. Colo. St. Coll. 58 p. ms.

Concludes that more farm-mechanics work should be required of the prospective teacher, and the work should be made more practical

1996. Walsh, William Leonard. Interpreting vocational agriculture and vocational home economics to the Coffee county public. Master's, 1940. Ala. Poly. Inst. 100 p. ms.

1997. Wedel, Leo Virgil. The organization of content for agricultural teaching in western Kansas high schools. Master's, 1939. Fort Hays Kans. St. Coll. 55 p. ms.

1998. Wiebe, Herbert E. Administrative problems relating to the establishment and maintenance of vocational agriculture departments in Kansas high schools. Master's, 1940. Colo. St. Coll. 109 p. ms.

Studies the opinions of teachers and administrators on: Ability to locate capable teachers; higher salaries paid to teachers of agriculture and longer hours of work put in by them; summer programs; cooperation with other teachers; high unit cost of the agricultural program per pupil; popularity of the subject with pupils; and the inability of the State and local administrations to agree on the agriculture departments.

1999. Woodul, Parker A. Occupations of graduates majoring in the division of agriculture at Colorado State college for the 10 year period, 1927-1936. Master's, 1940. Colo. St. Coll. 117 p. ms.

Concludes that 82 of the 130 graduates who were studied entered vocations for which they were trained; and that approximately 80 percent of the graduates who were qualified to teach agriculture taught for 1 year or more.

2000. Young, Alton. Inhibiting factors in supervised farm practice. Master's, 1940. Colo. St. Coll. 82 p. ms.

HOME ECONOMICS

2001. Ackerman, Kenneth K. Consumer education in Iowa high schools. Master's, 1940. Iowa.

2002. Aldeman, Frederick E. A study in consumer education. Master's, 1940. Rutgers.

2003. Allen, Florence. Retention of various phases of subject matter taught in schools and suggestions for teaching of home economics. Master's, 1940. Colo. St. Coll. 68 p. ms.

2004. Amos, Charlcie Naomi. A study of the use of the playback in consumer education. Master's, 1940. North Texas St. T. C.

2005. Andes, Mabel Lois. Nutrition experiments suitable for teaching in high school. Master's, 1940. St. Coll. of Wash.

2006. Barber, Truman Joseph. Consumer education in Texas high schools and a proposed outline of study. Master's, 1940. Texas.

2007. Bean, Helen J. A suggested unit on meal planning and serving based on family customs. Master's, 1940. Colo. St. Coll. 97 p. ms.

Uses records of 185 girls in Fort Wayne, Ind., as a meal-planning unit adjusted to the family customs of the girls who were in high school.

2008. Belew, Ruby Cathryn. A suggested course in consumer education for secondary schools based on data taken from certain textbooks and courses of study. Master's, 1940. North Texas St. T. C.

2009. Bishop, Helen. An investigation of home economics education in the junior high school. Master's, 1940. Kans. St. T. C., Emporia. 62 p. ms.

2010. Bond, Alice Mary. The history of the development of home economics in the public schools of New Orleans, 1910-1939. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 184)

Shows steady progress and development of home economics; and that the desire of the students to continue the election of this subject has indirectly aided its progress and development.

2011. Braly, Pauline. Content of courses for boys' home economics in 10 high schools of Texas for 1939-40. Master's, 1940. Colo. St. Coll. 99 p. ms.

Finds that courses include personal grooming, clothes, and selection and preparation of foods.

2012. Brice, Annie Meda. Requirements for household employment of the homemakers in San Antonio, Texas. Master's, 1940. Colo. St. Coll. 149 p. ms.

Recommends a training program for household employees, based on interviews with 100 household employees in San Antonio.

2013. Brier, Dorris Jacqueline. Recommendations for furnishing a home management house at Oregon State college. Master's, 1940. Oregon St. Coll.

2014. Broxton, Malcolm Irwin. A survey of consumer education with certain proposals. Master's, 1940. Texas.

2015. Bryan, Ford B. A synthesis and evaluation of subject matter topics in consumer science. Master's, 1940. Michigan.

2016. Buer, Ethel. Development of home economics in New Mexico. Master's, 1940. Colo. St. Coll. 305 p. ms.

Traces the development of home economics in the high schools of New Mexico.

2017. Caldwell, Helen. Training for money management in the home through experiences in homemaking classes. Master's, 1940. Colo. St. Coll. 95 p. ms.

Offers a plan for training pupils in money management through experience in homemaking classes.

2018. Campbell, Alice Marian. A survey of consumer knowledge and information known by high school students and their parents in Seneca, Sabetha, and Golf, Kansas. Master's, 1940. Colo. St. Coll. of Ed.

*2019. Campbell, Persia. Consumer representation in the New deal. Doctor's 1940. Columbia. New York, Columbia University Press, 1940. 298 p.

Discusses consumer representation in industrial regulation; consumer policy and industrial regulation; and consumer representation in agricultural adjustment.

2020. Christian, Johnie. A suggested program for the reconstruction of home economics in secondary education. Doctor's, 1940. Ohio State.

Evaluates the purposes which have operated in the field of home economics, and offers suggestions for implementing a democratic philosophy.

2021. Cochrane, James K. Consumer practices of Hoosick school students. Master's, 1940. N. Y. St. Coll. for Teach.

2022. Currie, Carleton H. College offerings dealing with problems of marriage: an analysis and a proposal. Master's, 1940. Ohio State 83 p. ms.

Analyzes and compares 85 courses dealing with marriage in 73 institutions in the United States. Finds that considerable preparation for marriage is given in the institutions investigated, in credit courses and non-credit series of lectures; and that while the courses vary in some ways, they follow general trends. Offers a unit on marriage and family life for a State university.

*2023. DeBerg-Kahn, Esther R. The evolution of movable furniture of the Romanesque period during the eleventh and twelfth centuries. Doctor's, 1939. New York. 157 p. ms.

2024. Dwyer, Sister Mary Bernard. Homemaking education in the Catholic four year college for women. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 143-48)

Analyzes the curricula of 70 colleges, and finds that only about two-thirds of the colleges offer home-economics work. Offers an integrated curriculum plan and a daily schedule for class work in the Catholic college for women.

2025. Everett, Edith Margaret. Factors which influence farm girls for or against participation in 4H club work and enrollment in high school home economics classes in Greene county, Iowa. Master's, 1940. Iowa State. 105 p. ms.

2026. Felder, Anna Patterson. Home activities of high school girls in Pike County, Mississippi. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 68)

Analyzes replies to 358 questionnaires pertaining to home activities presented to girls enrolled in the home-economics classes of 8 high schools. Recommends that a more thorough training in home management be provided; that more interest in young children be stimulated; and that a greater responsibility for serving meals and preparing and packing lunches be assumed by high-school girls.

2027. Finch, Robert. Evaluation of a course in consumer business education. Master's, 1940. Cincinnati. 256 p. ms.

Presents an evaluation by students, parents, and educators of various units and objectives in a specific consumer-business-education course, and an evaluation by business men of the need for and kind of consumer instruction to be given in high school.

2028. Foose, Ruby Calvert. The contribution of Catherine Esther Beecher to the development of home economics. Master's, 1940. Ohio State. 50 p. ms.

Shows the way her educational philosophy grew out of the experiences of her early life; that she stressed personality development, community responsibility, health education, and instruction in domestic economy. Describes the founding of Milwaukee-Downer College because it embodied all of Miss Beecher's objectives in home economics.

2029. Frank, Aline C. Buying habits of women and girls in selecting clothing for the high school girl. Master's, 1940. Colo. St. Coll. 55 p. ms.

Studies factors used in the selection, purchase, and making of clothing for high-school girls.

2030. Gill, Leta. Values derived from group experiences in home economics classes in secondary schools. Master's, 1940. Okla. A. & M. Coll.

Evaluates a type of classroom organization which would provide group experiences as a means of developing satisfactorily the purposes of general education in clothing units, using as subjects ninth- and tenth-grade girls.

2031. Good, Catherine Louise. The treatment of household arts from the cultural viewpoint. Master's, 1940. Boston Coll.

2032. Gordon, Clarence A. Consumer education in advertising. Master's, 1940. Kans St. T. C., Emporia. 67 p. ms.

2033. Haimes, Florence Catherine. An investigation of consumer education training in California schools. Master's, 1940. Stanford.

2034. Harmon, Hilda. Home activities of girls enrolled in home economics in Acadia parish. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 185-86)

Analyzes schedules and questionnaires sent to 491 girls enrolled in home economics in 1938-39. Recommends that teachers of home economics make a comprehensive study of the home conditions and the home activities performed by the girls in their communities, so that they will be able to stimulate more interest in these activities through carefully planned units of work

2035. Haverstock, Wesley. A proposed consumer course in household appliances. Master's, 1940. Kentucky. 85 p. ms.

Gives a brief history of the consumer-education movement, and presents a proposed unit of instruction in the selection and use of household appliances.

2036. Hendee, Edgar A. What the children of Brookhaven-Smithtown school district buy. Master's, 1940. N. Y. St. Coll. for Teach.

2037. Herald, Eunice E. The correlation of home economics and social science, grades 3 to 6 in the elementary school. Master's, 1940. Michigan.

2038. Hicks, Agnes Abernathy. A survey of the sewing practices of the non-gainfully employed, married graduates, Division of home economics, Texas technological college. Master's, 1940. Texas Tech. Coll. 105 p. ms.

Concludes that the women in the lower-income levels had more sewing equipment and did more sewing and mending than did those in the higher-income levels; that few women saw any relationship between problems they met in clothing selection and construction and their lack of college training; and that the courses in clothing and textiles at the college have met the needs of the homemakers successfully.

2039. Hixson, Beryl. Methods used by 31 Texas home economics teachers to determine and meet individual needs of pupils. Master's, 1940. Iowa State. 89 p. ms.

2040. Holden, Harriet M. An analysis of consumer habits in the purchase and use of foods with special reference to Bogalusa. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 69-70)
Shows the need for teaching consumer facts to high-school girls.

2041. Horning, Pearl. An analysis of the time spent by home management house students. Master's, 1940. Oregon St. Coll.

2042. Hunt, Mary Ruth. Some effects on curriculum, equipment, and pupil growth of changing from non-vocational to vocational home economics. Master's, 1940. Iowa State. 115 p. ms.

2043. Jones, Floy Hallie. Effect of home economics instruction on certain homemaking practices of a selected group of homemakers of Taylor, Tex. Master's, 1939. Iowa State. 70 p. ms.

Compares the homemaking practices of home-economics trained and non-home-economics trained high-school graduates. Finds that the home-economics trained group tends to use better practices in money management and family relationships. Discovers some less desirable practices in child development.

2044. Jones, Rosalind. Growth of consumer education in the United States. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the growth of consumer education in the schools, emphasis in course content and placement, teacher training, and various plans used in teaching the course as shown by courses of study.

2045. Keller, Dorothy L. A cooperative program for occupational education in food service. Master's, 1940. Colo. St. Coll. 177 p. ms.

Analyzes data collected through personal interviews to determine qualities necessary for success in food-service employment. Sets up a unit in table service and in counter service.

2046. Key, Everett E. One semester home planning course for girls. Master's, 1940. Colo. St. Coll. 122 p. ms.

Designs a course of study for the high school of Lubbock, Tex., which includes building specifications, sites, types of architecture, materials, furniture, drawings, and sketching.

2047. Koenig, Ray L. A course in upholstery. Master's, 1940. Colo. St. Coll. 71 p. ms.

2048. Kutsunai, Sadako. Educational needs having implications for the home economics program. 3. Girls taking home economics in the public intermediate and high schools, Territory of Hawaii. Master's, 1940. Iowa State. 135 p. ms.

2049. Larsen, Annie. The guidance value of high school home economics. Master's, 1940. St. Coll. of Wash.

2050. Laughlin, Gladys Elizabeth. A study of home and living problems of recent graduates of the Woodstock, Illinois, high school as a guide in planning a home economics curriculum. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 72)

Attempts to determine the everyday-living needs of a group of young women who had been out of high school from 1 to 5 years. Offers suggestions for making the home-economics program more nearly meet the needs of young women.

2051. Law, Carlyn Waldo. Family life education for boys in the secondary schools. Master's, 1940. Penn. State.

2052. Leftridge, Treva Marie. Buying habits of women in purchasing ready-made dresses. Master's, 1940. Colo. St. Coll. 69 p. ms.

Develops a consumer-buying unit for high-school girls based on questionnaires and observations of women making purchases in stores.

2053. Linde, Sister M. Fortunata. Integration of home economics in the high school curriculum. Master's, 1939. Seton Hall. 57 p. ms.

Demonstrates the value of home economics in developing a functioning philosophy of personal living, home, and family life.

2054. Luddington, Helen B. Contribution of vocational homemaking to needs of out-of-school girls in Golden, Colorado. Master's, 1940. Colo. St. Coll. 72 p. ms.

Studies the number of girls between the ages of 14 and 21 who were out of school, and their need for further education.

*2055. Luecke, Editha. Factors related to children's participation in certain types of home activity. Doctor's, 1940. T. C., Col. Univ. New York Teachers' College, Columbia University, 1941. 108 p. (Contributions to education, no. 839.)

Attempts to determine the place and function of education for home and family life in the grade-school curriculum by studying the activities of children in the fourth, fifth, and sixth grades of the Denton, Tex., schools. Concludes that home activity should center about

the types of personal regimen necessary for children's personality development, and the type of meal preparation which gives opportunity for self-expression and broadened interest; that housekeeping is important chiefly in training them to assume a necessary responsibility in caring for objects in their environment which they use in common with other members of the family and in teaching them to make a contribution to the group.

2056. McClure, Ethel. Individual buying problems of certain junior college girls in clothing. Master's, 1940. Peabody. 216 p. ms.

Finds that most of the girls who were studied had no plan for spending although they bought their own clothing; that many of them depended on seller's guides in buying and were ignorant of qualities; and that most of them wanted more training in buying.

2057. McCreary, George William. A survey of consumer knowledge and information of parents and senior high school students of the tenth, eleventh, and twelfth grade levels in Humboldt, Kans. Master's, 1940. Colo. St. Coll. of Ed.

2058. McGehee, Lorine V. Training for household employment in a large mining community in Arizona. Master's, 1940. Colo. St. Coll. 131 p. ms.

Analyzes interviews held with 100 housekeepers employing Mexican girls, and with 71 Mexican household workers in Jerome, Ariz. Concludes that there were opportunities for household employment, that the Mexican girls needed more training, and that the girls were interested enough to justify a program for training for household employment.

2059. Mack, Mabel Townes. A study of the kitchen sink center in relation to home management. Master's, 1940. Oregon St. Coll.

2060. McQuesten, Isabella Franklin. Student progress in two paired food classes: time and method specified. Master's, 1940. Oregon St. Coll. 98 p. ms.

2061. Mast, Clare E. Problems of family relationship common to girls in the homemaking classes, Oskaloosa high school. Master's, 1940. Colo. St. Coll. 54 p. ms.

2062. Maynard, Proctor W. A survey of materials for consumer education. Master's, 1940. Minnesota. 118 p. ms.

2063. Miner, Robert B. An appraisal of trend measurement with special reference to establishment of managerial policies. Master's, 1940. Ohio Univ. 106 p. ms. (Abstract in: Ohio university. Abstracts of master's theses . . . 1940: 35)

Appraises the ability of the common procedures of trend determination to recognize the effects of trend causes.

*2064. Mirkus, Gertrude J. Housing as an instrument of education. Master's, 1940. New York. 51 p. ms.

Compares the mental and physical effects of slum housing on the adolescent with the effects of socialized housing.

2065. Mitcham, Shelby Almeda. Factors which influence girls for and against the election of home economics in Tyler, Texas, senior high school. Master's, 1940. Iowa State. 98 p. ms.

2066. Munn, Kathleen, Norabelle. The teaching of family relationships in Colorado. Master's, 1940. Colo. St. Coll. 53 p. ms.

*2067. Munyan, Viola Iyde. The development of a course of study in homemaking for fifth, sixth, seventh and eighth grade girls. Master's, 1940. Maine. 158 p. ms.

Attempts to find, from the children, their mothers, and from personal observations, the greatest needs and interests of the children of the Horace Mann training school in Salem, Mass., in order to reorganize and improve the present course of study to more nearly fit the goals of home economics and general education. Studies office records; check lists done at school by the children, papers written as class exercises; a limited number of diaries; and a questionnaire and check list filled out by the mothers.

2068. Neimann, M. Alice. Home and family life education in the general education program in Central high school, Tulsa, Oklahoma. Master's, 1940. Colo. St. Coll. 86 p. ms.

Analyzes the conditions of girls' home and family education as compared with the core curriculum, to determine similarity, differences, and overlapping.

2069. Nybeck, Glennie Izlar. Effect of high school foods courses on the food habits of girls of Montevallo, Alabama, high school. Master's, 1940. Iowa State. 121 p. ms.

2070. Pennington, Mildred. Home economics departments in certain secondary schools in the State of Ohio. Master's, 1940. Cincinnati. 307 p. ms.

Surveys 24 4-year high schools with pupil enrollments ranging from 320 to 574 pupils to determine the status of teacher preparation, equipment, courses of study, methods of teaching, and characteristics of students and activities in home economics.

2071. Petty, Norma. The adequacy of high school vocational courses in the State of Nevada as a preparation for homemaking. Master's, 1940. St. Coll. of Wash.

2072. Pointer, Mary Della. Amounts and cost of clothing purchased by a selected group of 80 Tennessee high school girls. Master's, 1940. Tennessee. 150 p. ms.

Finds that the number of garments included in the wardrobe and the price paid for these garments increased as the student advanced into the upper grades in the high school.

2073. Powell, Ruth. Evidences of growth in the homemaking program of Faulkner County, Arkansas. Master's, 1940. Tennessee. 111 p. ms.

Studies changes made in 100 rural homes by homemakers who participated in adult-homemaking classes from 1929-30 to 1939-40, and provisions made for home-economics education at both the secondary and adult levels as a means of measuring results in the county homemaking program. Finds significant improvement in the physical conditions of the homes studied; increased effort to furnish a balanced diet for the family group; increased provision for home economics at the secondary level; continued interest in home economics at the adult level; increased library facilities; and cooperation between the home and school.

2074. Rankin, Paul C. A survey of present practices and needs in instruction for marriage and family relationships at the high school level. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 147-48)

Represents a questionnaire survey conducted among students of Louisiana State University to determine the extent and effectiveness of instruction received in high school on certain problems of marriage and family relationships, and to ascertain the needs for such instruction as expressed by these students. Finds a definite desire for such instruction by both men and women; extremely limited and scattered instruction offered through existing courses; the presence in the schools of many teachers qualified by personality traits to give such instruction; and a definite need for the immediate introduction of such materials into the curricular offerings.

2075. Reeves, Lester L. Children's out-of-school experiences as a basis for consumer education in the elementary school. Master's, 1940. Washington. 70 p. ms.

Finds that children's economic experience is unnecessarily limited in scope and variety, but that nevertheless it is adequate as a basis for consumer education on the elementary-school level.

2076. Regenstein, Alma. An evaluation of certain practical and informational outcomes of clothing learning of high school girls in the State of Kentucky and suggestions that may help teachers of clothing in college. Master's, 1940. Kentucky. 109 p. ms.

Indicates that there is little relationship between time spent studying home economics in high school, and college success. Recommends the development of a clothing-achievement test as a means of eliminating repetition of clothing units in college work.

2077. Reid, Mary Ophelia. Evaluation of home economics libraries of a selected group of schools in Indiana. Master's, 1940. Iowa State. 129 p. ms.

Finds the need for a better plan of financing home-economics libraries in these schools, and that later editions of books and more periodicals should be provided.

2078. Romey, Kenneth. A survey of consumer economic information and knowledges among adults and secondary school students in Franklin county, Nebraska. Master's, 1940. Colo. St. Coll. of Ed.

*2079. Schouler, Mary E. The organization of four units in ninth grade home economics. Master's, 1940. Boston Univ. 56 p. ms.

Presents four units based on present-day social and economic problems and designed to fit the needs, interests, and capacities of a group of ninth-grade home-economics pupils.

2080. Selph, Laura Durham. Adult education in homemaking in Louisiana, 1929-1939, with special reference to Webster parish. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 186-87)

Concludes that adult education in homemaking occupies an important place in education for family life today; that Louisiana has made rapid progress in it during the last 10 years; that most of the work has been done by the public schools; that Federal funds are essential to the progress of the movement; that a flexible program is needed to meet the needs of the adults; and that only 38 of the 64 parishes offer homemaking education to adults.

2081. Sheffer, Norman George. A program for consumer education in the Mankato public schools, Mankato, Kansas. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 110)

2082. Sibley, Sister Mary Carlotta. An investigation of some homemaking needs of certain adolescent girls. Master's, 1940. Peabody. 91 p. ms.

Studies the socio-economic status, personality traits, and aesthetic-appreciation needs of girls in a high school in Covington, Ky. Finds that the selection and maintenance of a home and its furnishing should be taught in the high school, as the parents of most of these girls owned their homes. Shows a need for training in aesthetic appreciation.

2083. Simmons, Dorothy Fredrika. Trends and practices in home management programs in certain States. II. Evaluation of programs. Master's, 1939. Iowa State. 66 p. ms.

Analyzes procedures and objectives under the Smith-Lever cooperative-extension work in home management in 25 States.

2084. Simmons, Vada Belle. The history of the future homemakers of Texas. Master's, 1940. Texas.

2085. Swann, Virginia Louise. Need for consumer education relating to clothing by high school girls in Marion, Kentucky. Master's, 1940. Iowa State. 142 p. ms.

2086. Tarwater, Nan. History of home demonstration work in Louisiana, 1905-1939. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 71)

2087. Thomas, Edward Russell. History and characteristics of period furniture styles. Master's, 1940. Iowa State. 99 p. ms.

2088. Thompson, Beulah Hall. An investigation of individual instruction with a selected group of home economics students. Master's, 1940. Tennessee. 71 p. ms.

Investigates and compares the scope of home-economics instruction when organized around units in selected courses of study with the programs of a selected group of 100 students, in four Knoxville and Knox County schools, working on individual problems within the area of homemaking during the year 1939-40.

2089. Thompson, Goodwin. Food analysis handbook for use in teaching dietetics at the college level. Master's, 1940. Iowa State. 201 p. ms.

2090. Trent, Jean. A study of student planned program in the area of home economics at the college level. Master's, 1940. Tennessee. 51 p. ms.

Concludes that the program was appropriate, flexible, and realistic for college work; and that the students felt that the work developed a sense of responsibility, a more critical attitude, and an increase in the ability to cooperate.

2091. Vander Wall, Ralph R. Experimental units in an integrated course in better living. Master's, 1940. Michigan.

2092. VonBerge, Edna Elizabeth. A study of the buying habits of high school girls as a guide in teaching consumer education as a unit in home economics in Dayton, Ohio. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 124-25)

Indicates that the amount and complexity of buying done by high-school girls increased at higher levels; that pupils who had been trained in the buying of certain items recognized the need for further training in buying; that few pupils at any grade level purchased expensive items without adult assistance. Outlines a consumer-education unit for the twelfth grade.

2093. Walker, Dewey. A proposed syllabus for a course in consumer education in the small rural high school with suggested bibliography. Master's, 1939. Ohio Univ. 81 p. ms. (Abstract in: Ohio University. Abstracts of master's theses . . . 1939: 67)

Recommends that the laboratory-studio plan of teaching be used in presenting the course; that committees, composed of members from the social-science department, the home-economics department, the commercial department, and other related departments be appointed to work out a unified program of consumer education and to make satisfactory divisions among the departments concerned; and that an agency be set up to evaluate the consumer-education literature that is being printed, in an effort to prevent exploitation of the pupils.

2094. Watson, Clarice M. A study of student growth in an experimental home economics education class at Oklahoma agricultural and mechanical college, 1940. Master's, 1940. Okla. A. & M. Coll.

Finds that students desire and appreciate an opportunity to plan their class work; that after students recognized a need for personal development they read and carried on investigations for themselves; that student progress reports helped teachers interpret attitudes and behavior; and that students showed an increased appreciation for the beliefs of others. Concludes that although the plans for the course developed through cooperative class action, they showed continuity of thought and orderly arrangement of experiences.

2095. Whitmer, Paul. High school students' and parents' knowledge of consumer economics in Plainville, Kansas, and Goodland, Kansas. Master's, 1940. Colo. St. Coll. of Ed.

2096. Williams, Evelyn Cornelia. Teaching load of home economics supervisors of student teaching: A study of student teaching facilities in the land grant colleges and university. Master's, 1939. Louisiana State. Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 72)

Analyzes replies to a questionnaire sent in September 1938 to the heads, directors, or deans of home economics in the various land-grant institutions. Shows wide differences in the set-up of individual institutions; variations in state requirements for certification of teachers in home economics; differences in facilities for student teaching; and lack of uniformity in the methods of estimating teaching loads.

2097. Wood, Martha Ione. Contributions of the home and family life education program to the general education program in the Tulsa junior high schools. Master's, 1940. Okla. A. & M. Coll.

Concludes that the director and teachers of the home-economics department feel that the school appreciates the value of the course to the school as indicated by demands made by the principals, teachers, and students for advice on guidance, suggesting meaningful activities, reading and illustrative materials, equipment, and the opportunity to use the laboratories.

2098. Wright, Mildred. Needs for certain phases of consumer education among tenth grade girls enrolled in homemaking in Kansas City, Missouri, high schools. Master's, 1940. Iowa State. 94 p. ms.

CHARACTER EDUCATION

2099. Herbert, *Sister Mary*. The proper function of the school in character training. Master's, 1939. Seton Hall. 92 p. ms.

Concludes that Catholic character education secures greater assurance of social efficiency than does the present character program of modern education.

2100. Hughson, Beth. A program in social amenities designed as character training for junior high school students. Master's, 1940. Stanford.

2101. Landis, Paul H. Points of stress in adolescent morality. School and society, 51: 612-16, May 11, 1940. (State Coll. of Wash.)

2102. Morris, Edna A. Propaganda in contemporary character developing programs of the public schools. Doctor's, 1940. Boston Univ.

2103. Sanders, *Mrs. J. W.* Poetry as an agency in character education. Master's, 1940. Baylor.

2104. Slosser, *Rev. Gaius J.* Character education in relation to Christian education. Pittsburgh, Western Theological Seminary, 1940.

2105. Smith, Charles A. Positive factors which influence the character education of boys and girls in the Delphi high school. Master's, 1939. Ind. St. T. C. 85 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 148-49, July 1940)

Concludes that the teacher has the most effect on the character training of school pupils, followed by the curriculum, athletics, assemblies, organization of the school, and extracurricular activities.

RELIGIOUS EDUCATION

2106. Barnard, Floy Merwyn. A descriptive analysis of and recommendations for the teaching situations in elementary departments of Baptist Sunday schools in Fort Worth and Dallas. Doctor's, 1939. Southern Baptist. 110 p. ms.

Surveys teaching situations in 94 elementary departments in 33 Baptist Sunday schools. Finds the floor space and equipment inadequate; the time of the teaching sessions too short; the need for a systematic and adequate program for enlisting and training teachers; a closer relationship between the home and the Sunday school essential; and the need for a closer relationship between the pastor of the church and the children in the elementary departments.

2107. Bartholomew, Janet Carol. Children's worship: A definition of worship and types of techniques applicable to the development of worship for 12 year old pupils in the church school service. Master's, 1940. Andover-Newton. 59 p. ms.

Shows the need for techniques which will aid in producing worship experiences, and the need for proper preparation and understanding of the elements used in worship services.

2108. Borthwick, George. A curriculum unit with a survey of courses for seniors in the church school. Master's, 1939. Columbia.

2109. Brauninger, Dorothy. Possibilities for experiences in Christian living in the junior high department of the church school. Master's, 1940. Andover-Newton. 30 p. ms.

Concludes that the junior high department of the church school can provide for the needs of this group through experiences of work and worship and fellowship together, thus providing possibilities for experiences in Christian living within a group.

2110. Butler, Ruth Padelford. Youth and worship. Master's, 1940. Andover-Newton. 46 p. ms.

Concludes that Protestantism is experiencing an awakened interest in worship, and that it is inevitable that the youth of the churches should feel repercussions of this trend; that they need council and guidance as they seek to improve their services of worship and appropriate for themselves a rich and vital experience which will find expression in Christian character and conduct.

2111. Crawford, Jessie D. The status of children in American Baptist churches. Doctor's, 1940. Yale.

2112. Cully, Kendig Brubaker. Biography in the religious education of adults. Doctor's, 1939. Hartford. 176 p. ms.

Finds that for the purposes of religious education, any biography is usable which recreates the subject as he was; that biography is usable for homiletical purposes, for the guidance of individuals, and for the study of groups.

2113. Elliott, Harrison S. Present conflicts in Protestant religious education. Doctor's, 1940. Yale.

*2114. Fecher, Constantine John. The longevity of members of Catholic religious sisterhoods. Doctor's, 1927. Catholic Univ. Washington, D. C., Catholic University of America, 1927. 56 p

2115. Gebhardt, Herman Robert. The use of the Bible in the education of intermediates in the church school. Doctor's, 1940. Iliff. 158 p. ms.

2116. Gordon, Esther G. The relation of the church to the home. Master's, 1940. Andover-Newton. 61 p. ms.

Describes the organization of parents' groups in the church. Concludes that there should be training for leadership in parents' groups, and that the needs of the parents should be visualized; that more parents' groups should be organized in the churches.

2117. Haden, Eric G. The use of the shorter catechism in the program of religious education of the Presbyterian church in the United States of America. Doctor's, 1939. Yale. 384 p. ms.

Describes the catechising practices in home, school, and church among Puritans and Presbyterians.

2118. Hall, Percy George. Catechisms old and new. Doctor's, 1940. Temple.

2119. Harlow, Ruth Carol. "Religion 37" as one answer to the need for purpose and direction in modern education. Master's, 1939. Columbia.

2120. Hatch, Helen Dignam. The use of the Bible in leadership education: a study of the inductive process. Master's, 1940. Biblical Seminary.

2121. Kagin, Julia E. A study of the relation of worship experience of the intermediate age group. Master's, 1940. Chicago Theological.

2122. Kauffman, Ralph C. Attitudes of layman toward the Lord's Supper. Doctor's, 1940. Yale.

2123. Keller, Mary Elizabeth. A study of junior worship programs. Master's, 1940. Biblical Seminary.

2124. Littlefair, Duncan Elliot. Logical analysis of concepts in selected systems of theology. Doctor's, 1940. Chicago.

*2125. Long, Jacob Avery. Young people and the church: a study of the attitudes of 726 Pittsburgh Presbyterian young people toward the church and its program. Doctor's, 1938. Columbia. Philadelphia, 1940. 151 p.

2126. Martin, Barbara Blackstone. The place of the fine arts in the formal Christian education of senior young people. Master's, 1940. Biblical Seminary.

2127. Matzner, Gerhard C. Limited study of the programs provided for religious education by the seven major denominations in South Dakota. Master's, 1940. South Dakota. 81 p. ms.

2128. Meyers, *Sister Bertrande*. A plan for integrating the religious, social, cultural and professional training of religious teachers based on a factual study of past and present policies. Doctor's, 1940. St. Louis.

*2129. Miller, Haskell M. Institutional behavior of the Cumberland Presbyterian church, an American Protestant religious denomination. Doctor's, 1940 New York. 315 p. ms.

Concludes that social rather than theological factors have been paramount in determining institutional behavior; and that the institution has reacted to social change primarily in terms of preserving its own status

2130. Person, Louis Jenson. Two year confirmation course for the youth of Covenant churches of America. Doctor's, 1940. Iliff. 305 p. ms.

2131. Rice, Helen Olivia. Some implications of group education for the young people's program of the church. Doctor's, 1940. Iliff. 163 p. ms.

2132. Robie, Frances M. Teaching the Christian religion to children in rural areas. Master's, 1940. Andover-Newton. 55 p. ms.

Concludes that the church needs to be concerned with children who are not reached through the regular services of the churches; that there should be more interdenominational cooperation; that more attention should be given to the curriculum of the rural-church schools; and that more emphasis should be put on the possibilities of weekday religious education.

2133. Rozeboom, Garrett G. Christian school movement in the United States. Master's, 1940. South Dakota. 85 p. ms.

2134. Scheele, *Sister Mary Augustine*. Educational aspects of spiritual writings. Doctor's, 1940. Marquette.

2135. Schmalhorst, Blanche Crosby. The use of the Bible in the religious education of young adults. Doctor's, 1940. Iliff. 228 p. ms.

2136. Shannon, Kathleen. The growth and development of Christian personality of junior boys and girls through training received in the church schools of Protestant churches. Master's, 1940. Andover-Newton. 56 p. ms.

Finds that there are numerous guides and aids of various types available to teachers. Concludes that the teachings of Jesus offer a solution to the problem of attaining and developing Christian personality and character.

*2137. Slaght, Irene Swanson. Worship as disclosed by Jesus. Master's, 1939. East. Baptist. Philadelphia, Eastern Baptist Theological Seminary, 1939. (Contributions to Christian education, no. 5: 29-36)

Discusses the fundamental principles governing worship, and practices making for effective worship.

2138. Smart, Mollie Stevens. A project in religious education with children from three to eight years of age. Master's, 1940. Michigan.

2139. Stuart, Robert A. The Lord's Prayer and its meaning for children. Master's, 1939. Hartford. 80 p. ms.

Finds that the Lord's Prayer is nearly meaningless to children of kindergarten and early school age; and that its meaning is not always clear to older children. Concludes that the training of the teacher, and the theology of the school are to blame.

2140. Teener, James W. The Unity school of Christianity. Doctor's, 1940. Chicago.

2141. Thompson, Hubert. The status of Bible and religious education in the colleges and universities of Texas within the Southern association. Master's, 1940. West Texas St. T. C.

2142. Wilkes, Milton Reay. Three critical issues in Christian education. Master's, 1939. Columbia.

2143 Wunderlich, Brother Herman Basil. A study of sex differences in the mastery of religious information. Master's, 1940. Loyola. 124 p. ms.

Finds that girls show significant differences in 144 items, and boys show significant differences in 63 items

PRESCHOOL EDUCATION

2144. Burnham, Marguerite Peterson. Imaginative behavior of young children as revealed in their language. Doctor's, 1940. T. C., Col. Univ.

Studies verbatim records of the language of children in a nursery school environment in New York City, using as subjects children who ranged in age from 22 to 52 months. Finds that most of their imaginative remarks relate to domestic patterns, transportation and travel, and animals; that their imaginative language reflects the environment in which they live; that certain usages commonly accepted as imaginative seem rather to be speech stereotypes or speech habits; that the amount of talking tends to increase with age; and that there are no significant sex differences

2145. Galloway, Janet Brawnlie. The establishment of nursery schools as a legislative problem. Master's, 1940. Iowa.

2146. Hanson, Elsie Catherine. Anthropometric study showing growth changes in bodily size and proportions in preschool children from two to six years of age in the Works progress administration nursery school of the University of Maryland. Master's, 1939. Maryland.

2147. Lippitt, Rosemary. Popularity among preschool children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Attempts to determine the concomitants of popularity in preschool children by studying 36 3-year-olds and 9 4-year-olds, divided into 3 groups, all pupils of the Iowa child welfare research station preschools. Analyzes data obtained by observations of social behavior, teacher ratings, and individual tests.

2148. Lovelace, Flora Lena. Survey of conditions and needs in child development of Texas technological college graduates teaching homemaking in high schools. Master's, 1940. Texas Tech. Coll. 105 p. ms.

Finds that teachers provide their students with inadequate opportunities for observation of preschool children, due largely to the lack of equipment and play space in most of the schools, and to undirected observation of the students in other schools. Concludes that community facilities for the observation of preschool children were not utilized by a majority of the homemaking teachers.

2149. McCay, Jeanette Beyer. Behavior relating to nutrition of 66 nursery school children. Doctor's, 1940. Cornell.

2150. Messenger, Virginia M. A longitudinal comparative study of nursery school and non-nursery school children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Attempts to ascertain how children who have attended nursery school compare with children of like age, intelligence, and social background who have never had such an educational opportunity. Compares the intelligence, vocabulary, information, motor achievement, social maturity, and behavior in a problem situation of 48 children with nursery-school experience and of 49 children without this experience. Finds that the nursery-school experience has influenced the growth of these children.

2151. Metheny, Rachel Eleanor. Breathing capacity and group strength of preschool children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, 66)

Measures the breathing capacity and grip strength of 206 children between $2\frac{1}{2}$ and $6\frac{1}{2}$ years of age; and studies the relationship of these measures to certain measures of physical and mental growth and to health status.

2152. Moor, Pauline Margaret. A history of the education of preschool children in the social settlements of Boston. Master's, 1939. Smith.

2153. Nethken, Anita Kathryn. Intelligence and certain personality traits of 24 children who have attended the Iowa State college nursery school. Master's, 1939. Iowa State. 87 p. ms.

2154. Federsen, Myrtle L. A normative study of the preschool child's understanding of personal and property rights. Master's, 1940. Iowa.

2155. Scott, Winifred Starbuck. Reaction time of young intellectual deviates. Doctor's, 1940. T. C., Col. Univ.

Studies 51 children of Stanford-Binet IQ 120-200, and 49 children of the same chronological age with IQ of 63-94 to determine the difference in reaction time of the two groups. Finds that in speed of reaction the high IQ boys surpassed the low IQ group in all of the tests; that the high IQ girls were faster than the low IQ girls but differences were less marked in the simple test than in those in which several potential stimuli were used; that members of the low IQ groups were significantly more reliable in their responses to any of the tests than were individuals in the respective high IQ groups.

*2156. Sobel, Bernard. A genetic study of insight in the problem-solving behavior of preschool children by means of cinema recordings. Doctor's, 1940. New York. 112 p. ms.

Studies the development of insight in a group of nursery-school children between the ages of 18 and 36 months. Shows the importance of the motion picture camera in the experimental observations of children.

2157. Stillman, Helen Vinson. Knowledge and attitude changes of college students in a home economics child development course influenced by directed observation in a nursery school. Master's, 1940. Okla. A. & M. Coll.

2158. Tarpley, Margaret Louise. Educational contributions of WPA nursery schools to the State of Tennessee. Master's, 1940. Peabody. 135 p. ms.

Studies the WPA nursery school program in Tennessee from January 1936 to June 1939. Finds that teachers and others were given employment in a socially useful field of work which would not otherwise have been provided. Reveals the need for more understanding of the needs of young children by adults if optimum conditions for their best growth and development are to be provided.

*2159. Tucker, Clara Mary. A study of mothers' practices and children's activities in a co-operative nursery school. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 166 p.

Attempts to probe the practices used by mothers in situations arising in a co-operative nursery school where the activities were in many respects similar to those in the home; and shows the activities of the children under observation in the same situations.

2160. Wright, M. Erik. The influence of frustration on the social relations of young children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Compares the social character of pairs of children in a free-play situation and in a situation of frustration, using as subjects 80 children, chosen as pairs of weak and of strong friends at $3\frac{1}{2}$, $4\frac{1}{2}$, and $5\frac{1}{2}$ years of age. Finds that the total volume of social interaction shows a statistically significant increase for the group as a whole; and that there is a positive correlation between constructiveness and age in the free-play situation.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

2161. Addicott, Irwin Oliver. A study of the nature and elementary school use of free printed matter prepared as advertising media. Doctor's, 1940. Stanford. (Abstract in: Stanford University. Abstracts of dissertations . . . 173-77)

Attempts to determine the legal and administrative controls governing the use of advertising matter in the schools; to ascertain the uses to which advertising materials are being put in the upper elementary grades; to determine the extent to which available advertising matter parallels the elementary-school curriculum in certain fields; to ascertain the policies of commercial firms regarding the production and distribution of such materials in the schools; and to develop a set of criteria to be used by educators in judging the educational appropriateness of printed advertising materials submitted to them for appraisal. Finds that State control is not a major factor in determining the use of advertising materials in the schools; that large school systems are more likely to regulate its use in the classroom than are small systems; that printed advertising material is used rather generally in the elementary schools as supplementary instructional material.

2162. Anderson, Carl Ludwig. Development of a level of aspiration in young children. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Attempts to find ways in which to characterize quantitatively the maturity of aspiration by studying 89 children, ranging in age from 2 years, 11 months, to 8 years, 1 month, in four experimental situations. Concludes that it is possible to distinguish different levels of aspiration within all the higher maturity degrees of aspiration; and that the maturity of aspiration is more resistant against pressure than the level of aspiration.

*2163. Armstrong, Louis Edgar. The relation of certain factors to children's behavior characteristics. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 8 p. (Abstract of Contributions to education, no. 259)

Studies the relation between behavior characteristics of children in grades 1-6 and intelligence, chronological age, school grade, sex, socio-economic status, and parental attitudes. Shows a decided relationship between behavior characteristics and intelligence, socio-economic status, and parental attitudes.

2164. Atkins, Claire Marguerite. A study of combativeness: the educational implications of combativeness in the elementary school child. Master's, 1939. Smith.

2165. Bergener, Mildred. A year's experience in the development of democratic attitudes in a sixth grade. Master's, 1940. Ohio State. 71 p. ms.

*2166. Bergman, Garnet Waggoner. Growth in educational achievement as compared to growth of the child as a whole. Master's, 1940. Michigan.

2167. Bingham, Harold Jaynes. Relation of certain social attitudes to school achievement. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 5 p. (Abstract of Contribution to education, no. 284)

Studies the relation of certain social attitudes as measured by an attitude test, to school achievement as measured by marks in school; the relation of information scores and intelligence scores to the same social attitudes.

*2168. Bohl, Walter and Henry, Paul. A survey of practices in the administration of elementary schools in Ohio. Master's, 1940. Ohio State. 111 p. ms.

Analyzes 415 replies to a questionnaire sent to 1,608 elementary-school principals in Ohio, and evaluates practices in the areas of school-community relationships, school organization, schedules, provision for handicapped children, records, supervision, student organizations, staff personnel, and equipment. Finds that, in general, elementary administrative practice evidences little understanding, or neglects the implications, of democratic philosophy; and that little value is placed on elementary principalship except in the larger city systems.

2169. Bookwalter, Carolyn Weems. A study of the relationships between stability and physical ability of elementary school children. Doctor's, 1940. Indiana. 121 p. ms.

2170. Buatt, Bruce Blanke. A survey and an evaluation of the public schools' public relations programs of certain elementary schools in Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N.S.: 125-26)

Attempts to determine the practices used by large elementary schools for keeping the public informed concerning the purposes, the accomplishments, the conditions, and the needs of the schools. Concludes that the schools conduct public relations programs; that there is little agreement among the schools in the larger communities as to which are the most valuable of the activities; that the type of activities used in the different schools vary to meet local conditions; and that practically all of the schools recognize the need of a public-relations program.

2171. Burt, Emily Wood. The tourist children in the schools of Miami, Florida. Master's, 1940. Ala. Poly. Inst. 104 p. ms.

2172. Burts, Charles W. Altering behavior in areas of self-control and altruism. Doctor's, 1939. Yale. 148 p. ms.

Studies the behavior of 200 fifth- and sixth-grade children in the Parker district schools, Greenville, S. C., in areas of self-control and altruism. Describes an experiment in which 3 experimental and 3 control classes were equated by the use of Otis self-administering tests of mental ability, Sims score card for socio-economic status; the Willoughby test for neurotic tendencies and behavior was measured by a battery of 10 character-education inquiry tests of self-control and altruism; and 8 of the tests were repeated later. Between the first and second administration of tests, 3 classes were given opportunities to have experiences in the areas of conduct tested. Indicates that significant improvement can be expected only when there are elements common both to the training program and to the behavior the program seeks to effect.

2173. Cash, Leon E. Elementary education in Connecticut under the School society, 1799-1856. Doctor's, 1940. Yale.

2174. Channer, Edna E. Newer trends in education. What they are and how they are used in the reorganization of the elementary school. Master's, 1940. Iowa.

2175. Clark, Johnny Frances. A comparative study of environmental conditions and their relations to achievement, personality, and intelligence of fifth grade pupils. Master's, 1940. North Texas St. T. C.

2176. Colby, Walter Weston. A survey of certain significant factors in the educational histories of 37 pupils in grade 7A of the Lincoln school, Alpena, Mich. Master's, 1940. Michigan.

2177. Cooper, William Earl. The value of the critical angle board in diagnosing handedness. Master's, 1940. North Texas St. T. C.

2178. Covert, Charles Herbert. Study trip possibilities for the elementary grades in Cambridge and Findlay, Ohio. Master's, 1940. Ohio State. 200 p. ms.

Shows a trend toward the use of field strips, and a wealth of possibilities in these two cities.

2179. Crockett, Dixie Onita. A comparative study of the personality of town pupils and school bus pupils in the elementary grades. Master's, 1940. North Texas St. T. C.

2180. Crosby, Muriel. A study of prevailing practices in the white elementary schools of the District of Columbia. Master's, 1940. Maryland.

2181. Doerr, Dorothy A. A study of spontaneous associations in children. Master's, 1940. Ohio State. 45 p. ms.

Studies the spontaneous associations of 184 white children in the fifth grade of two schools of contrasted socio-economic status, using a modification of the 3-minute word-naming test of the 1916 revision of the Stanford-Binet scale. Finds a positive correlation between intelligence and word-naming ability; that the group with the better background made the higher score; that there were differences in the kinds of words given by each sex and each socio-economic group.

2182 Dunlap, John T. The Minnequa and Lakeview handbook for 1939-40. Master's, 1939. Colo. St. Coll. 60 p. ms.

Presents a handbook for two grade schools of Pueblo, Colo

2183. Dyer, Susan T. Age-grade record of Midland elementary school. Master's, 1940. Michigan.

*2184. Eaves, Robert Wendell. An urban transitional community and its educational implications on an elementary school level. Doctor's, 1940. George Washington. 261 p. ms.

Trades the history of the community in which the Thomson elementary school in Washington, D. C., is located. Describes the community as it is at present, and evaluates the school program. Shows the effect of the community on delinquency, crime, automobile accidents, and social maladjustment of the youth of this area. Offers suggestions for improving the relations between the school and the community.

*2185. Ebey, George William. Adaptability among the elementary schools of an American city. Doctor's, 1939. T. C., Col. Univ. New York Teachers college, Columbia university, 1940. 73 p. (Contributions to education, no. 817)

Studies the adaptability of elementary schools in St. Louis, Mo.

2186. Eicher, Ethel Elizabeth. A scale of hand preference. Master's, 1940. Ohio State. 73 p. ms.

Involves the giving of the scale to 326 pupils in the fifth, sixth, and seventh grades of a small city school. Finds boys more left-handed and more variable than girls, and that bimanual activities are not good indices of handedness.

*2187. Fields, Walter James. The relationship of sex to achievement in the public schools of Athol, Mass. Master's, 1940. St. T. C., Fitchburg. 62 p. ms.

Studies the marks of 50 boys and 50 girls in grades 4, 6, 8, and 10 in the public schools. Shows a lack of agreement between the marks which the pupils can expect because of their ability and the marks they receive; that in grades 4 and 6 the sex factor is largely a chance factor for all marks except "A" in which there is a sex bias in favor of the girls; and that in the two upper grades girls are favored in the distribution of teachers' marks.

*2188. Frankel, Rush Rutes. The evaluation of a program of dental health education by correction achieved. Doctor's, 1940. New York. 191 p. ms.

Studies dental-health education procedures in the elementary schools.

2189. Friedman, Harold. The relation between mental age and certain electro-encephalographic characteristics in eight year old children. Master's, 1940. Iowa.

2190. Gibbins, Una Cobb. The influence of goal seeking on pupil achievement in the second grade. Master's, 1940. North Texas St. T. C.

*2191. Goggans, Sadie. Units of work and centers of interest in the organization of the elementary school curriculum. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 140 p. (Contributions to education, no. 803)

Discusses the challenge and response in education; antithetical organizations of curricula; the significance of interpretations upon the curriculum; reapproachment of teaching and learning; priority of thought or experience; education for conservation and improvement of society; and the organization of the curriculum and reorientation of education within the cultural pattern.

*2192. Gordon, Mary G. An experimental investigation of the value of kindergarten education. Doctor's, 1940. Harvard. 234 p. ms.

Reviews and compares all the significant studies that have been made on the value of kindergarten education. Describes an experiment conducted to determine the value of kindergarten education in terms of the child's intellectual, social, and physical development and on school adjustment. Discusses the influence of the kindergarten on the behavior of children in the first grade, on the behavior of children in the second grade, on the behavior of children in the third grade, and in the other grades of the elementary school. Concludes that children who

have attended kindergarten possess more desirable habits of behavior than similar children who have not attended kindergarten when they enter the first grade and for part of the year, but that at the end of the year there is no difference in the behavior habits of the two groups of children; and that kindergarten education gives children no advantage in regard to subsequent school achievement.

2193. Gossage, Alena. A study of the status of public kindergartens in Kansas in the school year of 1939-40. Master's, 1940. Kans. St. T. C., Emporia. 65 p. ms.

2194. Griffiths, Betty Stout. The influence of parent-child and teacher-child relationships on school adjustment. Master's, 1939. Smith.

2195. Guzwiak, Francis M. Development of sensitivity to social implications on second grade level. Master's, 1940. Ohio State. 154 p. ms.

2196. Gunther, Britta Hanna Aslog. The relationship between a child guidance clinic and the schools in treatment of school children. Master's, 1939. Smith.

2197. Harrell, Sara Hitchcock. An analysis of certain factors which may be related to creative ability in writing poems and in drawing. Master's, 1940. Georgia. 45 p. ms.

Studies the relationship between the intelligence, achievement, economic status, and health of fifth-grade children and their ability to write poems and to draw pictures. Finds no relationship between these factors and the ability to write poems and draw pictures.

2198. Hartman, Horace Reeves. Social and academic status of kindergarten and non-kindergarten elementary school children. Master's, 1940. North Texas St. T. C.

2199. Hayes, Isabel. An investigation of the interest of primary pupils in materials of instruction. Master's, 1940. Georgia. 93 p. ms.

2200. Hendra, Roy I. A study of pupil preferences as expressed through the likes and dislikes of the seventh and eighth grade children in Iron County, Mich. Master's, 1940. Michigan.

2201. Hirsch, Nancy Ruth Waddy. Comparison of children's personality traits, attitudes and intelligence with parental occupations. Master's, 1940. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 40, no. 10: 73-79)

Compares the intelligence attitudes, and personality traits of children from the professional and semiskilled-labor groups by studying 319 children in the sixth grade in the public schools of Washington, D. C. Finds that children from the professional group made higher scores on intelligence tests, on personality traits, and had fewer worries than children from the semiskilled group.

2202. Hurlbert, Aubrey C. Some achievement and personal characteristics of pupils in certain one room elementary schools and the consolidated schools of Lancaster County, Nebr. Master's, 1940. Nebraska. 73 p. ms.

Analyzes results of tests administered to pupils in consolidated schools in Waverly and Walton, and to pupils in 19 1-teacher rural schools. Finds that 1-room schools rank first in language, arithmetic fundamentals, and arithmetic reasoning.

2203. Hyatt, Eliza. A study of the intelligence and achievement of the pupils of the Walnut Street school, Washington, Ind. Master's, 1939. Ind. St. T. C. 145 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 142-43, July 1940)

Compares marks on intelligence tests, achievement tests, and teachers' marks, to determine how closely the intelligence of the pupils followed the normal distribution curve; to see how the achievement of the pupils of this school compared with the achievement of the pupils all over the country; and to see if pupils had made normal progress during the school year. Shows a normal amount of progress during the school year, and a wide range in the ability of the pupils in the various subjects.

2204 Jester, Clarence L. A comparative study of the relation of socioeconomic status to achievement in the sixth grade. Master's, 1940. Okla. A. & M. Coll.

Compares the achievement on seven different factors of children who are given free lunches in the schools with that of children whose parents provide their lunches. Finds that there is a reliable difference in the achievement of the two groups in favor of the children from the better homes. Recommends that parents make every effort to improve their homes and their home conditions in order that their children may make more progress in school.

2205. Jones, Louis Bentley. An evaluation of the Tolar elementary school, Tolar, Tex. Master's, 1940. North Texas St. T. C.

2206. Lee, Genevieve Kim Len. A historical study of the kindergarten in the Territory of Hawaii. Master's, 1940. Hawaii. 156 p. ms.

2207. Lindsay, Christopher Alton. A follow-up study of certain groups of elementary pupils. Master's, 1940. Virginia. 114 p. ms.

2208. Lovelace, William True. An analysis of teachers' ratings of pupils as bright and dull. Master's, 1940. North Texas St. T. C.

2209. Lowther, Mary Eleanor. The school lunch as a supplement to the home diet of grade school children. Master's, 1940. Penn. State.

2210. Macaulay, William B. The appraisal of an elementary school. Master's, 1940. Drake. 31 p. ms.

2211. MacEachin, Rev. Jerome V. A survey of the elementary schools in the diocese of Lansing, Mich., Master's, 1940. Catholic Univ. 88 p. ms.

Analyzes the social, economic, and religious needs of the rural and urban centers; and discusses school buildings and equipment, population trends, and teacher training and certification.

2212. McFadden, Ruth E. Significance of home-living experiences as a source of curriculum in the elementary school. Master's, 1940. Ohio State. 86 p. ms.

Finds that home-living experiences are of interest to nearly all students; and that learnings in this field are more practical to all students than many materials already in the traditional curriculum.

2213. McGahan, Floyd E. Factors associated with leadership ability of the elementary school child. Master's, 1940. North Texas St. T. C.

2214. MacKenzie, Christina. Policies and practices for the control of communicable diseases in the elementary schools of California. Master's, 1940. Stanford.

2215. Matheson, Virginia Selvidge. A curriculum for kindergarten. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 138)

Attempts to determine whether there is need for a kindergarten in connection with a school in Grandfalls, Tex. Finds the need for a kindergarten, and offers suggestions for the curriculum and for equipment and materials for it.

2216. Maxey, Rachale Margaret. Discovering the extent to which feelings of insecurity can be eliminated in children of the third grade. Master's, 1940. North Texas St. T. C.

2217. Mooney, James L. Sex differences in educational achievement of children in Union County, Tenn. Master's, 1940. Tennessee. 101 p. ms.

Analyzes the results of tests given to all of the children in the county on the same day, the girls and the boys. Concludes that girls are superior in languages and literature while boys are superior in science and arithmetic problems; and that in all subjects the differences within a sex are greater than the differences between the averages of each sex.

2218. Moriarty, Helen M. The Bearwallow rural elementary school, Meigs County, Ohio, 1840-1938. Master's, 1940. Ohio Univ. 92 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 37)

Traces the history of an elementary school from its founding to its consolidation in 1938, when the building was demolished.

2219. Murphy, Leuty Raymus. Diagnostic and remedial study of seventh and eighth grade deficiencies. Master's, 1940 Chicago.

2220. Nami, Julia. A study of the family life in its relation to education of pupils in the second grade of the Anthony Margil school, San Antonio, Tex. Master's, 1940. Texas.

2221. Parnell, James Delbert. The relation between certain home factors and the social and academic progress of second grade pupils in the Robert E. Lee elementary school, Denton, Tex. Master's, 1940. North Texas St. T. C.

2222. Patrick, Flora LaRue. The relation between the sociability of parents and the social success of their children in school. Master's, 1940. North Texas St. T. C.

2223. Patterson, Oscar C. A study of the comparative progress made by the children in a seven teacher, a three teacher, a two teacher, and a one teacher type elementary school. Master's, 1939. Ohio Univ. 190 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1939: 50)

Finds that the 1-teacher school was generally below the other types in results obtained; that results varied considerably from the other three types of schools, from one test to another; that the 7-teacher school was generally high in reading and English, and the 3-teacher and 2-teacher schools were high in arithmetic and geography.

2224. Pearce, John S. A study of the pupils of the fifth, sixth, seventh, and eighth grades of the New Orleans public schools for white children. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin vol. 32 N. S.: 193-94)

Finds that a large percentage of the children were of normal or greater intelligence; that 66 percent were retarded at least one term. Recommends that the curriculum be broadened and a thorough study be made of each pupil; that three additional schools be put into operation; and that more exploratory courses be placed in the secondary schools.

2225. Powell, Nettie M. A study of the concepts and attitudes of pupils in grades 5 and 6 in the schools of Parkersburg, W. Va., regarding certain aspects of social security. Master's, 1939. Ohio Univ. 74 p. ms.

Finds that children gather much information on the social welfare issues from out-of-school contacts; that there is a striking uniformity among the children in the five schools studied concerning knowledge of the concepts, and concerning attitudes toward these concepts; that such factors as sex, intelligence, grade, school, and occupation of parents do not play an important part in determining the children's concepts or their attitudes; that boys show a greater variability in their responses than girls; and that children in the low-income areas possess lower intelligence, and children in the high-income areas possess higher intelligence.

2226. Register, Stella Celeste. A comparison of the socio-economic status with the school status of the third and fourth grade pupils of the Jermyn, Tex., public school. Master's, 1940. North Texas St. T. C.

2227. Robertson, Fay. Some problems of handedness and their significance for teachers. Master's, 1940. Oregon.

2228. Rogers, Roberta. Certain ideas of child-parent companionship as expressed by second grade pupils in the Sam Houston school, Denton, Tex. Master's, 1940. North Texas St. T. C.

2229. Bohrer, Lois Young. Dark adaptation of second and third grade children. Master's, 1940. North Texas St. T. C.

*2230. Rosenberg, Helen Sylvia. A study of color blindness: a survey determining the percentage of color blindness in Newark's (N. J.) elementary school children as related to nationality, race, chronological age, and intelligence quotient. Master's, 1940. New York. 25 p. ms.

Determines the percentage of color blindness of 2,276 Newark elementary-school children as related to nationality, race, IQ, and age. Concludes that age and grade have no bearing on color blindness.

2231. Schiddel, Louise Dorothy. The adjustment of children who had a long period of institutional care. Master's, 1939. Smith.

2232. Schneider, Frank E. A comparative study of eighth grade achievement in the one room and centralized schools of Drake County. Master's, 1940. Ohio State. 80 p. ms.

Compares 100 eighth-grade pupils in each type of school. Concludes that pupils in the centralized schools achieved more in every way.

2233. Schultz, George C. A program of school study trips, grades 1-6. Master's, 1940. Ohio State. 150 p. ms.

Attempts to discover the local community resources available for use in the elementary grades of a school in Marietta, Ohio.

2234. Silk, Maurice Raper. Vitamin A administration and dark adaptation of second and third grade children. Master's, 1940. North Texas St. T. C.

2235. Skarda, Edward W. Educational survey of the Beresford, S. Dak., elementary schools. Master's, 1940. South Dakota. 62 p. ms.

2236. Smith, Clell Rice. An evaluation of the San Saba, Tex., elementary school. Master's, 1940. North Texas St. T. C.

2237. Smith, Jessyee Beatrix. A comparative study of the relation of food, rest, and recreation to the height and weight of the children in the fifth grade of Winnetka school, Dallas, Tex. Master's, 1940. North Texas St. T. C.

2238. Stauffer, Maude A. Teacher guidance factors related to the conservation and development of spontaneous expression of young children. Master's, 1940. Ohio Univ. 115 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 50)

Concludes that children express themselves creatively when in an environment where there is wise guidance and in which they see possibilities which are challenging to them.

2239. Stimson, Margaret Merrick. The social adjustment of children in kindergarten and primary schools: a follow-up study. Master's, 1939. Smith.

2240. Stockdale, Homer I. A study of intelligence and achievement among children of foreign parentage and American children of grades five to eight in the Columbus school. Master's, 1939. Ind. St. T. C. 57 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 137, July 1940)

Attempts to ascertain the amount and the distribution of the intelligence of the nationality groups in an elementary school in East Gary, Ind., and to correlate their intelligence with their achievement. Concludes that bilingual and multilingual background is not associated with chronological age from 10 to 17 years or grades 5 to 8.

2241. Sutton, Dorothy Miksch. A study of laughter and humor in kindergarten children. Master's, 1940. Kansas. 110 p. ms.

2242. Taylor, Velma. Organization and administration of assembly programs in the elementary school. Master's, 1940. West Texas St. T. C.

2243. Thomas, Gladys E. Integration of community factors in Monongalia County, W. Va., with the primary curriculum. Master's, 1940. Ohio State. 100 p. ms.

Concludes that integration of community factors with the curriculum is possible in the first, second, and third grades.

2244. Thorla, A. Zaile. The modification of the school environment in terms of the child's needs. Master's, 1940. Ohio State. 140 p. ms.

Studies the physiological, social, and ego needs of the elementary school child with reference to school environment. Finds that school practices show lack of informed insight into the basic drives and needs of developing personalities.

2245. Thut, I. N. Re-thinking values in the elementary school. Doctor's, 1940. Ohio State. 347 p. ms.

Inquires into the nature of democratic values and the extent to which they are being fostered by elementary schools. Concludes that under prevailing conditions elementary-school pupils acquire authoritarian values almost as readily as democratic values.

*2246. Ulton, Sister M. Paulette. A study of parent-child relationships with emphasis on home discipline as it affects the conduct and personality of a group of pre-adolescent girls. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 193 p.

2247. Van Buskirk, Madge. Emotional stability as a factor in the learning readiness of the first grade child. Master's, 1940. Cincinnati. 100 p. ms.

2248. Waldron, Mildred. A seven year follow-up study of the pupils who entered grade seven in the one teacher and two teacher schools of the town of Greenfield, Saratoga County. Master's, 1940. N. Y. St. Coll. for Teach.

2249. Walker, Edgar Allen. Changing emphasis of the Presbyterian church, U. S. A., on social problems. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 360-67)

Discusses the changing attitude of the Presbyterian Church on the liquor problem, war and peace, race relations, family life, and economic and industrial problems from 1708 to date. Shows that education is the main instrument to be used in the solution of social problems.

2250. Warren, Marian Cynthia. A survey of elementary pupil participation in community improvement in rural Virginia. Master's, 1940. Virginia. 107 p. ms.

2251. Wasson, Roy John. A measurement of primary children's understanding of certain of their school activities and relationships. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

2252. ———. A measurement of primary children's understanding of certain of their home and family relationships. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

2253. Williams, Faith Wilkes. A comparative study of mental ability, school achievement and personality traits of children from broken homes and normal homes. Master's, 1940. Ohio Univ. 28 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 57)

Compares 79 pupils from normal homes with 34 pupils from broken homes, and a normal-home group matched with the broken-home group in age, educational quotient, and socio-economic status. Finds that withdrawals from school for the broken-home group exceeds the withdrawals for the normal-home group; and that children from broken homes are not as consistent in their performance as are those from the normal-home group and the matched groups.

†2254. Willson, Louise. A year with a third grade of the University school. Lexington, University of Kentucky, 1940. 123 p. (Bulletin of the Bureau of school service, vol. 12, no. 3)

Discusses the school and the community; the pupils of the third grade; the educational viewpoint; the program of activities; and the skills of the third grade.

SECONDARY EDUCATION

2255. Alexander, Ruth. Racial characteristics and conditions of the student population at Watsonville union high school. Master's, 1940. Stanford.

2256 Angell, James K. The predictive value for college achievement of records in Arizona high schools. Master's, 1940. Arizona. 55 p. ms. (Abstract in: University of Arizona record, vol. 34: 7)

Attempts to determine what data in Arizona high-school records might best predict the first semester college average of freshmen entering the University of Arizona in 1938-39, and to ascertain the subjects having the higher predictive value. Concludes that high-school rank was more accurate for the prediction of the first semester college average than a combination of the individual subjects, and that English and geometry were the two subjects most closely related to the first semester college average.

2257. Ash, Antoinette. A comparative study of personality changes of resident and nonresident pupils over a period of three years in the Tekonsha high school. Master's, 1940. Michigan.

2258. Bardellini, Anna V. M. Sociality in adolescents: a developmental study. Doctor's, 1940. California.

*2259. Baumeister, Edmund Joseph. Secondary education of the Society of Mary in America. Doctor's, 1939. Ohio State. Dayton, Mount St. John Press, 1940. 276 p.

Gives a brief history of the Society, which was founded in Bordeaux, France, in 1817; its introduction in the United States in 1849; and its work in secondary education since that date. Shows that industrial arts and fine arts have little place in the Marianist schools; that no curricula are imposed upon the schools, but the programs of studies do not vary widely; and that no effort has been made to make the schools uniform in the United States. Compares the Marianist educational system with other Catholic systems.

2260. Beal, Anna Elizabeth. Comparison of rural and urban ninth grade school children in personal adjustment. Master's, 1940. Iowa State. 154 p. ms.

2261. Beal, Elithe Hamilton. A study of pupil mobility affecting Texas high school seniors. Master's, 1940. Texas.

2262. Bear, Willard B. An analysis of the criticisms of graduates of the Morton high school curricula. Master's, 1940. Washington. 61 p. ms.

Concludes that some parts of the curriculum need revision to meet more adequately the needs of the graduates.

2263. Beard, Clyde Henry. The value of a part-time cooperative apprenticeship training program for small high schools. Master's, 1940. Washington.

Evaluates the part-time apprenticeship training program in Roseburg, Oreg. Concludes that it has met satisfactorily the demand for vocational training which would otherwise have been impossible in a town of approximately 5,000 inhabitants; and that the community and those who took the course support it enthusiastically.

2264. Bettendorf, Henry Lawrence. A comparative study of certain factors in the educational development of resident and non-resident students in the Litchfield high school. Master's, 1940. Minnesota. 83 p. ms.

Concludes that special provisions should be made for non-resident pupils in the high school.

2265. Blase, Nicholas. A vocational follow-up of a group of graduates of the Utica free academy, classes of 1930 through 1934. Master's, 1940. N. Y. St. Coll. for Teach.

*2266. Bond, Elden A. Tenth grade abilities and achievements. Doctor's, 1940. T. C. Coll. Univ. New York, Teachers college, Columbia university, 1940. 67 p. (Contributions to education, no. 813)

Studies measures of intelligence, reading comprehension, reading speeds, study skills, and reading vocabulary as shown by achievement in English, history, geometry, and biology.

by tenth-grade pupils in the senior high school of Mansfield, Ohio, in 1938. Indicates that each field of human experience such as science, social science, and literature, places a unique burden upon the student's vocabulary and background of meaning; that a student reading in a given field must approach that reading with the purposes requisite for reading in that field. Concludes that students who read rapidly and comprehend well the materials in a specific content area may be expected to achieve well in that area.

2267. Bonham, Earl C. A study of the possibilities for a high school consolidation in Bingham County, Idaho. Master's, 1939. Utah. 157 p. ms.

2268. Bostwick, Prudence. Providing for esthetic experience in certain aspects of secondary education. Doctor's, 1940. Ohio State. 310 p. ms.

Attempts to interpret the nature of esthetic experience, its source, and its significance for human living, and to indicate ways in which it may be provided in the school, especially in experimental curricula.

2269. Bourgeois, Herbert A. A comparative study of the achievements and characteristics of Boy scouts and non-Boy scouts in the high schools of St. James parish, Louisiana. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 123)

Compares 107 Boy Scouts with 205 non-Boy Scouts as to the economic rating of homes, age and grade, school attendance, marks in subjects, citizenship and extracurricular activities, teacher rating, work, thrift, church attendance, college and vocational plans, reading and recreation. Concludes that scouting has played an important part in the superior achievements and characteristics of less promising boys.

2270. Braudt, Corrah Lee. A follow-up study of 100 Shamrock high school graduates. Master's, 1940. West Texas St. T. C.

2271. Brouwer, John W. Analysis of high school student leaders and non-leaders in 15 selected high schools of northwest Iowa. Master's, 1940. Iowa.

2272. Broverman, Helen Bess. A study to determine the relative value of a specific vocabulary technique employed at the ninth grade level. Master's, 1940. Michigan.

2273. Brune, William. An analysis of the activities of high school graduates and a suggested plan for guidance. Master's, 1940. West Texas St. T. C.

2274. Burgener, Edward Harry. A high school for Bristol, Pennsylvania. Master's, 1940. Penn. State.

2275. Burns, Robert L. An evaluation of Kilgore high school. Master's, 1940. East Texas St. T. C. 137 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 16)

Evaluate the pupil population and school community, curriculum, pupil activity, library service, guidance service, school plant, school staff, instruction, administration, and outcomes. Finds the library service and the school plant very good, and that the school is weakest in instruction.

2276. Busfield, Ruth. A study of assembly programs in the secondary schools of Philadelphia. Master's, 1939. Temple. 86 p. ms.

2277. Bush, J. Bailey. Developments in philosophy of secondary education as reflected in the Proceedings of the National education association. Master's, 1940. Ohio State. 96 p. ms.

Studies the philosophy of secondary education from 1858 to 1890.

2278. Callarman, C. C. A study of the post-high school activities of the Ponca City high school graduates for the years 1934, 1935, 1936, 1937, and 1938. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the post-high-school activities of the graduates, and to show the relation of those activities to the types of high-school diplomas held by them. Finds that the college preparatory, commercial, and vocational curricula serve the community well. Shows the need for a better guidance program.

2279. Canfield, Charles R. A survey of the satisfactions and dissatisfactions of pupils in grades 7 to 17 at Tekonsha, Mich. Master's, 1940. Michigan.

2280. Carey, J. W. A study of the relationship between intelligence and the scholastic achievement at various levels of the high school. Master's, 1939. Temple. 40 p. ms.

2281. Carlisle, John Edwin. A study of the Hall Summit school community. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University Bulletin, vol. 32 N. S.: 124)

Studies graduates, former students, and students to determine how well the school has served the community. Concludes that proximity to the school may be a factor for persistence in school; that the school community area is larger than the school can serve adequately; and that home economics and agriculture should be stressed in the school.

*2282. Carney, Leo Thomas. A study of 49 high school and junior high boys who dropped out of school during the year January 1, 1939-December 31, 1939. Master's, 1940. St. T. C., Fitchburg. 82 p. ms.

Describes an experiment in which the questionnaire-interview method was used to determine the interests, socio-economic status, and reasons for leaving school given by these boys. Concludes that the curricula do not provide the type of learning which will be of the most practical value to these boys when they leave school; that the school is not helping to solve the problems of this group of boys; that their leisure problem is real and pressing; that they should be given the opportunity to complete the course from which they had to withdraw. Shows that most of the boys who left school to take a job wish to return to school and complete their education; that the maladjusted boys who left school admitted they were at fault and would like to return to school if they could be placed with their age group; that financial conditions in the home do not play a great part in their withdrawal. Finds that lack of experience is the greatest obstacle to their employment in the fields in which they would like to work. Offers suggestions for assisting these boys.

2283. Carr, Vernon J. A study of the vocational choices of the pupils in four high schools in Mackinac County in Michigan. Master's, 1940. Michigan.

2284. Carroll, Wesley T. A partial evaluation of the educational programs and schedules of representative smaller secondary schools in Iowa. Master's, 1940. Nebraska. 59 p. ms.

Studies 40 Iowa schools having from two to six teachers. Suggests new schedules and programs to more nearly equalize the teaching load. Shows that alternation and combination of courses should be used wherever possible.

2285. Chapman, John E. The differences in school environment as observed by students transferring from two- and three-year high schools to four-year high schools in southern Illinois. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 27-28)

Analyzes replies to a questionnaire administered to the pupils enrolled in 10 4-year high schools. Finds that the transfer students think the 4-year high schools more efficiently prepared to care for the needs, interests, and requirements of the students than the smaller high schools; that their parents are more interested in their school work since their transfer; that they have less opportunity to recite in the 4-year high schools; that the 4-year high schools offer a wider range of social and extracurricular activities for the students; that transfer students get along well in their associations with the resident pupils; and that the students believe the 4-year high schools provide better libraries for the students than do the 2- and 3-year high schools.

2286. Clair, John A. A comparative study of the socio-economic status of the students of Lincoln high school and Coles vocational high school of Kansas City, Mo. Master's, 1940. Michigan.

2287. Clark, Georgene Hutchins. The development of the Jane Addams high school. Master's, 1940. Oregon St. Coll. 103 p. ms.

2288. Clark, William James. A community occupational survey, and a follow-up study of high school graduates in Hiawatha, Kans. Master's, 1940. Iowa.

2289. Clarno, Clarence Cecil. A study of the achievement of 110 pupils through their 12 years of school. Master's, 1940. Indiana. 70 p. ms.

2290. Clay, William Graves. An evaluation of the New Boston secondary school. Master's, 1940. North Texas St. T. C.

2291. Cone, Arvine F. Educational trends in selected small Nebraska high schools. Master's, 1940. Nebraska. 82 p. ms.

Determines changes made in organization, teaching loads, and subject-matter offerings from 1928 to 1939. Finds that no significant changes were made in type of organization; that 40-minute periods were popular, but the 60-minute periods gained more than any others; that Latin was offered at a higher grade level in 1939 than in 1928; and that in 1939 two grades were more generally combined into one group.

2292. Cooper, Harold E. The present status of the students who have attended the Lakin high school since 1911. Master's, 1940. Colo. St. Coll. 46 p. ms.

Shows that the marks of the graduates of the high school at Lakin, Kans., who went to college were normal; and that courses in vocational home economics and agriculture were needed.

2293. Crain, Sollie Moody. A point system for recognizing scholarship and activity achievement. Master's, 1940. Peabody. 45 p. ms.

Studies scholarship, extracurricular activities, health and physical education, and miscellaneous activities in grades 9-12.

2294. Crowley, John James. A follow-up study of the graduate of the Tracy, Minn., high schools for the school years 1927-1936, inclusive. Master's, 1939. Minnesota.

Finds little relationship between scholarship and out-of-State migration, but that students with the better records tended to leave their home communities to a greater extent than did those of lower marks; that about 40 percent of the graduates attended college; and that high-school leaders and the more intelligent students were more successful in finding work and were more successful in their work than were the slower pupils.

2295. Crumpton, Charles Reid. The history and present status of the Stair technical high school, Knoxville. Master's, 1940. Tennessee. 120 p. ms.

Shows that the school has grown constantly since its founding; that each year a larger number of students come from the junior and senior high schools; that many of its graduates have permanent employment; that the teaching staff is well trained and is rich in trade experiences.

2296. Davis, Ernest J. Summer vacation activities of Nebraska high school pupils. Master's, 1940. Nebraska. 73 p. ms.

Finds that many high-school pupils travel during the summer; that camps provide valuable summer experiences; that summer classes are held only in the large schools, while vacation church school is more important in the small schools; that 90 percent of all students participate in some physical recreation. Recommends that schools provide summer supervision of physical recreation and hobbies.

2297. Davis, Glenn M. A comparison of the drawing and retentive powers of the different types of Kansas high schools. Master's, 1940. Kans. St. T. C., Emporia. 81 p. ms.

*2298. de Sales, Brother Francis. The Catholic high school curriculum: its development and present status. Doctor's, 1930. Catholic Univ. Washington, D. C., Catholic university of America, 1930. 62 p.

*2299. Desing, Minerva Florence. The relation of pupil achievement gain to certain personal and environmental elements. Doctor's, 1940. Pennsylvania. Philadelphia, 1940. 169 p.

2300. Doherty, Sister Mary Michael. History of Catholic secondary education in California. Doctor's, 1940. California.

Traces the history of Catholic secondary education in California from 1769 to 1939.

2301. Donnellan, Charles James. A short history of the secondary schools in the City of Medford, Mass., 1900 to 1940. Master's, 1940. Boston Coll.

2302. Drake, J. W. Occupational status of high school graduates. Master's, 1940. New Mexico. 63 p. ms.

2303. Dryden, Julia McClearey. The history of Commercial high school (Cincinnati, Ohio.) Master's, 1940. Cincinnati. 46 p. ms.

2304. Duncan, Robert W. A comparative study of the students entering Milton union high school from one room rural schools, three room rural schools, and the West Milton elementary school. Master's, 1940. Ohio State. 73 p. ms.

Compares representative groups from two classes during their entire schooling from grades 1-12. Finds that pupils from the West Milton elementary school made the best showing in high school, followed by pupils from the 1-room rural group, and pupils from the 3-room rural group made the poorest showing.

2305. Dunn, Victoria E. Trends in secondary education from 1927 to 1937 as revealed by articles in educational magazines. Master's, 1939. Temple. 134 p. ms.

2306. Eberhardt, Paul Mercer. The program of seminar study in Garfield Heights, Ohio, high school. Master's, 1940. Ohio State. 235 p. ms.

Describes and evaluates a program of seminar study carried on in the school year 1939-40, studying democracy, articulation, guidance, and home-school relationships in workshop groups.

2307. Echenhofer, Margaret G. A survey of the 1932, Cheltenham high school. Master's, 1940. Temple. 68 p. ms.

2308. Edwards, Gladys L. The relationship between the personality traits demanded by the employer and those developed in the schools. Master's, 1940. Arizona. (Abstract in: University of Arizona record, vol. 34:23-24)

Concludes that certain traits are more important than others for vocational success; that there is almost complete agreement between school men and others as to the necessity for the school to develop an integrated personality with outstanding traits which are of value in vocational adjustment and in life in general; that schools tend to rank as important outcomes of instruction those traits which industry places first; that the schools show an increasing awareness of the need for personality training and an increased number of attempts to meet it; that the personality of the teacher is an important factor in the process; and that there is almost complete agreement in and out of the schools that they are not accomplishing the desired aims.

2309. Edwards, Lowell O. The advantages and disadvantages of a non-urban high school education. Master's, 1940. Ohio State. 109 p. ms.

2310. Elder, James Darwin. *Let's start right*. A handbook for the North Platte, Nebr., high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3:40)

Describes the development of a handbook designed to hasten the adjustment of high-school freshmen to their new surroundings; to instruct pupils and teachers in the practices of the school; and to supply parents with information about the school.

2311. Elliott, John R. A study of the National youth administration in the secondary schools of Arizona. Master's, 1940. Ariz. St. T. C., Tempe. 80 p. ms.

Finds that the NYA program enabled students to remain in school, taught them trades, and made them realize their responsibility toward their work.

2312. Emmler, Lloyd Walter. A survey of New Concord union rural high school enrollees. Master's, 1940. Ohio State. 69 p. ms.

Studies the enrollees to determine the course taken, the number graduating and withdrawing, and the number entering college. Finds that 88.5 percent of the boys enter college, 28.9 percent of the girls enter college, and that 21.36 percent of boys and girls do not graduate from high school.

2313. Enyeart, Buel F. The evolution of major educational objectives and the secondary school curriculum. Doctor's, 1940. Southern California.

Shows that historical objectives are closely related to modern purposes of education; that progress and change in education can be made in the light of new interpretations necessitated by new objectives. Concludes that each epoch with its evolving major objective has aided and given new significance to the understanding of its predecessor.

2314 Evans, Andrew J. Excursions in Oklahoma high schools. Master's, 1940. Okla. A. & M. Coll.

Attempts to discover, analyze, and evaluate various excursion techniques. Finds that schools with groups of 11-20 and 21-30 composed more than half of the excursion groups; that trips usually last from 1 to 5 days; that superintendents, principals, and sponsors were responsible for making arrangements for the excursion in most cases; that student organizations and individual students assumed the greatest responsibility for expenses incurred; that two-thirds of the schools reported non-participating students, largely because of lack of interest, cost of the trip, and parental objection; that about two-thirds of the schools used school busses; that most of the schools made the excursion at the close of school; and that most of the sponsors were of the opinion that such trips tend to build character.

2315. Evans, John Edward. Attitudes and adjustments of boys at Cote Briliante high school preparatory center, 1939. Master's, 1940. St. Louis. 228 p. ms.

2316. Fahey, George Litchfield. A study of classroom questions of high school pupils and the relation between questioning activity and various other factors of educational significance. Doctor's, 1940. Wisconsin.

2317. Fincher, Eugene Brown. An evaluation of the Trinidad high school, Trinidad, Tex. Master's, 1940. North Texas St. T. C.

*2318. Fink, William Leroy. Evaluation of commencement practices in American public secondary schools. Doctor's, 1940. Pennsylvania. Philadelphia, 1940. 191 p.

Evaluates commencement practices in public secondary schools graduating pupils from the eleventh and twelfth grades. Analyzes replies to a questionnaire sent to 481 schools distributed among all of the States of the United States. Includes a brief historical résumé of commencement practices, the objectives of commencement, and commencement practices. Describes the construction and evaluation of an instrument for evaluating commencements.

2319. Fischer, Carrie Pearl. Occupational study of Indianahoma's curriculum and community, 1932-1939. Master's, 1940. Okla. A. & M. Coll.

Studies the causes of failures and drop-outs from a high school. Shows the failure of the curriculum to meet the needs of rural high-school students. Suggests a remedial program.

2320. Foster, Rolla E. A comparison of the achievement of ninth grade rural trained and ninth grade city trained students in Albia, Iowa. Master's, 1940. Iowa.

2321. Fouracre, Maurice Hamilton. A follow-up study of the graduates of Scottville high school in Michigan for the eight years prior to 1939. Master's, 1940. Michigan.

2322. Fox, Genevieve L. The vocational curricular and recreational interests of pupils of a selected high school. Master's, 1940. Michigan.

2323. Frame, Herman R. An evaluation of the Philo high school. Master's, 1940. Ohio State. 88 p. ms.

Recommends the addition of two teachers to the staff, and the remodeling of the manual arts department.

2324. Frick, Forrest Sheldon. The development and outlook of the community high school in Kansas. Master's, 1939. Kans. St. Coll. 102 p. ms.

2325. Gallapoo, Ralph. An activities ticket plan for high schools. Master's, 1939. Bowling Green. 86 p. ms. (Abstract *in*: Bowling Green State university. Abstracts of masters' theses, 1935-1490: 35-36)

Describes the use of an activities ticket in a high school during the school year 1938-39.

2326. Gilbert, Lloyd E. Some results from using the evaluative criteria in Mt. Pleasant high school. Master's, 1940. East Texas St. T. C. 139 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 32-33)

Finds that the school has improved since the survey of 1936.

2327. Glann, John Daniel. Honors and awards in Washington high schools. Master's, 1940. St. Coll. of Wash. 104 p. ms.

Finds the practice of granting honors and awards to pupils for various school achievements is almost universal in the high schools.

2328. Goldsmith, Kathryn Emily. Achievement of educational and vocational aims—a study of high school students who received scholarships and counseling. Master's, 1939. Smith.

2329. Gray, David Crockett. A follow-up study of the graduates of Richmond, Calif., union high school. Master's, 1939. Stanford.

2330. Gregory, Carmoleta. Relationships between schools and public employment services in the placement of youth. Master's, 1940. Okla. A. & M. Coll.

Attempts to ascertain, from a study of cooperative programs between schools and public employment services, the relationships that exist regarding: Organization and administration, guidance, counseling and follow-up activities, and school and community relationships. Recommends that the schools give their classes more of the shorthand and typing tests used by the employment service; that coordinators of distributive occupations cooperate more closely with the employment service; that schools provide more vocational training for out-of-school youth; that the employment service compile more material on securing and holding a job, and that these materials be made available for applicants and the schools.

2331. Grimala, Walter S. A survey of the interests, activities and needs of the pupils of the Dimondale high school, Dimondale, Mich. Master's, 1940 Michigan.

2332. Groff, J. O. A study of educational tours for school pupils. Master's, 1940. Cincinnati. 146 p. ms.

Surveys the present use of educational tours as an instructional device. Advocates further use of tours in educational programs, and recommends cooperation of secondary and higher schools to promote a coordinated travel movement.

2333. Gussner, Erwin Arnold. The problems of making a student handbook for the Hawley high school. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 49)

Deals with the problems of centralizing information regarding high-school organizations and extracurricular activities in a small high school so that such information may easily be made available to the pupils and patrons of the school.

2334. Hakenen, C. Arthur. A study of the vocational choices of the seniors of Central high school, Bay City, Mich. Master's, 1940. Michigan.

2335. Hanchey, Clinton Whertz. A survey of motives, study habits, and interests of high school pupils. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 131)

Studies the motives, study habits, and interests of pupils in 9 high schools in Calcasieu Parish, Louisiana. Shows that their motives are numerous; that they need guidance in study habits; that the value of honor rolls and contests as administered is doubtful; and that a majority of students want intrinsic motives for working.

2336. Hanna, Lawrence N. Achievement of high school students in supervised correspondence study. Master's, 1940. Nebraska. 70 p. ms.

Measures progress made by high-school students taking supervised correspondence study at the University of Nebraska center and through the center at Missoula, Mont., by admin-

istering achievement tests in algebra, chemistry, bookkeeping, Latin, and typewriting. Finds that the achievement of students taking the first course in bookkeeping, and Latin is as satisfactory or more satisfactory than achievement in the same subjects taken in regular sessions; that students receiving high grades at correspondence centers ranked above average in achievement and intelligence; and that students taking advanced courses received higher marks than those taking beginning courses.

2337. Hanthorne, Benjamin V. A study of the factors influencing the vocational choices of 400 students of Everett high school. Master's, 1940. Michigan.

2338. Harris, Albert T. A survey of leisure time activities of high school pupils of South Hill. Master's, 1940. Michigan.

2339. Haskins, George D. A comparison of the attitudes of laymen and of professional educators toward secondary education. Master's, 1940. Nebraska. 87 p. ms.

Analyzes the attitudes of laymen of a selected Midwestern community, and the attitudes of professional educators, toward questions relating to secondary education.

2340. Haworth, Gerald W. Reactions of secondary school pupils to future occupations. Master's, 1940. Michigan.

2341. Henning, Clarence E. Development of secondary education in Alaska. Master's, 1940. Washington. 101 p. ms.

Studies school finances, status of teachers, curricula, buildings, methods of accrediting, administration, and the University of Alaska.

2342. Hill, Fred. A follow-up study of the upper-quartile graduates of Omaha, Nebraska, Central high school for the years 1924, 1929, and 1934. Master's, 1940. Nebraska. 106 p. ms.

Compares the activities, achievements, and backgrounds of students during their school period with their further development in educational, social, and vocational pursuits in the post-high-school period; and analyzes their evaluation of their high-school experiences.

2343. Hillburn, Willis Carl. Educational implications to the Laurens, Iowa, high school of the occupational and geographical distribution of the its graduates. Master's, 1940. Iowa State. 104 p. ms.

2344. Hiltner, Mary S. Case studies of 39 high school seniors to help them determine probable next steps. Master's, 1940. Ohio State. 73 p. ms.

Presents diagnostic profiles, summaries, and recommendations in terms of probable next steps for the graduating class of a high school.

2345. Hooker, Joe. A study of the vocational interests of ninth and twelfth grade students involving an evaluation of a ninth grade project in vocations. Master's, 1940. Michigan.

2346. Howard, David W. Educative experiences of a typical group of pupils entering a middle Tennessee high school, with special reference to those entering Clarksville, Tenn., high school in 1934. Master's, 1940. Tennessee. 132 p. ms.

Finds that 55.4 percent of the entrants graduated from the high school, and 5 percent transferred to another high school and graduated; that the socio-economic status of a pupil's family determined the length of time he remained in school; that there was a close relation between subject failure in high school and elimination; and that few of the boys and girls who were employed found their high-school subject matter useful in their work.

2347. Howard, Ray William. A study of subject offerings of nine high schools of Okanogan County. Master's, 1940. Washington. 54 p. ms.

Finds that all of the schools were of the traditional type and that the subject offerings failed to meet student needs or stated school aims.

2348. Huber, Esther Therese. Religious, familial and economic implications derived from a study of the graduates of the secondary schools in Perryville, Perry County, Mo., 1911-1938. Master's, 1940. St. Louis.

2349. Ingrass, Charles M. A study of graduates and drop-outs of Doyline high school. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 134)

Attempts to determine whether the training and guidance received by graduates and drop-outs of this school are reflected in the careers they have chosen. Finds that the careers chosen by the graduates and drop-outs, and their civic contributions to the communities in which they live, are representative of the training they received in school.

2350. Isensee, Arthur Frederick. Rules and regulations for the independent high schools of California. Master's, 1940. Stanford.

2351. Jacobs, Annetta Irene. The growth during adolescence of selected concepts relating to behavior development. Master's, 1940. Iowa.

2352. Johnson, Clarence A. Relation of success to entrance age of students entering Saugerties high school during the years 1930-34, inclusive. Master's, 1940. N. Y. St. Coll. for Teach.

2353. Johnson, Commodore Dewey. An evaluation of the Bowie secondary school. Master's, 1940. North Texas St. T. C.

2354. Johnston, Paul Willis. A survey of programs of study, pupil enrollment and assignments of teachers in 172 high schools in the Pacific northwest. Master's, 1940. Oregon.

2355. Jones, Jessie Elizabeth. A brief history of the Louisville girls' high school from 1856 to 1909. Master's 1940. Kentucky. 72 p. ms

Discusses periods in the history of the school, stressing plant location, length of term, course of study, teachers, attendance, and activities.

*2356. Justman, Joseph. Theories of secondary education in the United States. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 461 p. (Contributions to education, no. 814)

Analyzes four theories of secondary education and presents them in terms of social theory, underlying psychology, conception of education, and proposals for method of secondary education.

2357. Kelley, Robert Stephen. Sectarian secondary education in the United States during the twentieth century. Master's, 1940. Loyola. 141 p. ms.

Lists the contributions of the church-supported high schools.

2358. Kellogg, Robert M. The satisfactions and dissatisfactions expressed by 56 juniors and seniors with their experiences in the Athens, Mich., high school. Master's, 1940. Michigan.

2359. Kelly, Louise M. A comparison of resident and non-resident students in a village high school. Master's, 1940. N. Y. St. Coll. for Teach.

2360. Kerr, Grover W. A study of the relationships between the vocational choices and the measured occupational interests of a group of senior high school students. Master's, 1940. Iowa.

2361. Kerr, Kenneth William. A follow-up study of 116 high school commercial graduates of Perry county. Master's, 1940. Penn. State.

2362. Keyes, Earl R. A survey and evaluation of high school student handbooks from high schools of 30 states. Master's, 1940. Washington. 115 p. ms.

Finds the use of the handbook justified.

2363. King, James M. An assembly program for Williams high school. Master's, 1940. Arizona St. T. C. 74 p. ms.

2364. Kirby, Bertrice. A survey of the Russell (Iowa) high school. Master's, 1940. Drake. 74 p. ms.

2365. Kissinger, Joseph F. Initial problems involved in the reorganization of four year high schools into six year secondary schools for Iowa communities with enrollment under 100 pupils in seventh to twelfth grades. Master's, 1940. Iowa.

2366. Koppenhaver, Chester V. A study of the efficiencies society has a right to expect of a high school graduate. Master's, 1940. Temple. 268 p. ms.

2367. Lee, Frank Loren. History of the development of public secondary school in Ord, Nebr. Master's, 1940. Nebraska. 106 p. ms.

Describes the history and development of the Ord secondary school from its inception in 1889 to the close of the 1939-40 school year.

2368. Leevy, John LeRoy. A study and analysis of the educational program of the four year rural high school. Doctor's, 1940. Indiana.

2369. Lind, Marvin Burdett. Analysis of the education, income, mobility, occupation and avocational activities of farm youth in the high school area of Montezuma, Iowa. Master's, 1939. Iowa State. 63 p. ms.

Investigates certain socio-economic conditions of 201 youth in the high school area of Montezuma, Iowa. Offers suggestions for social and economic guidance in this area.

2370. Love, Robert Elmer C. A diagnostic study of achievement in Jefferson City high school. Master's, 1940. Tennessee. 65 p. ms.

Measures achievement in English, mathematics, social science, history, and natural sciences in four graduating classes of a high school. Finds that pupils from this school ranked above the State at large except in mathematics.

2371. McDowell, James. An experimental study of the effect of supervised correspondence lessons on achievement in academic subjects. Master's, 1940. Michigan.

2372. McGinty, L. V. The Slidell high school and its relation to the community. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 142)

Compares the graduates of the school with its drop-outs from 1928-38. Reveals the advantages which the graduates have over the drop-outs.

2373. McGrail, Anne M. Articulation needs of ninth and tenth grade commercial boys: A statistical study of the success of boys in junior and senior high schools as shown by their ninth and tenth grade works in various subjects as related to each other and to intelligence quotients. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 99)

Analyzes statistical data secured from a large, cosmopolitan boys' high school in New Jersey. Concludes that there is a lack of proper articulation between the junior and senior high-school courses in accounting, secretarial, and general clerical courses; that the present curricula should be modified in order to lessen the high percentage of failures; and that teachers and subject supervisors in both the junior and senior high schools should take a greater part in curriculum planning.

2374. Madden, Clyde L. Careers of graduates of Choudrant high school. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 136)

Deals with the graduates from 1927 to 1936, inclusive. Concludes that the present program of studies meets the needs of the students; that the stress on college preparatory courses is justified, as so many of the graduates go to college; that such courses as agriculture, home economics, and commerce provide for the needs of those not preparing for college.

2375. Maile, Lester Boyce. A comparative study of the scholastic achievement of rural and village trained pupils in Chesaning union high school. Master's, 1940. Michigan.

2376. Maloney, Loretta W. A personnel study of high school pupils. Master's, 1940. Wittenberg. 53 p. ms.

Finds that there is little relationship between scholastic achievement and age; that girls make better marks than boys; that pupils participating in many activities make better marks than those taking part in few activities; and that pupils who have chosen a vocation make better marks than those who have not chosen an occupation.

2377. Marlar, Mable Louise. Intelligence and personality studies of Straws (Illinois) community high school. Master's, 1939. Ind. St. T. C. 86 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 11: 141-42, July 1940)

Studies the achievement, intelligence, personality adjustment, vocabulary, and school marks of every pupil in a small rural high school. Finds a high relationship between intelligence, achievement, school marks, and vocabulary among these pupils, and that their personality adjustment was lower than the average for most high-school pupils.

2378. Marsh, George Edward. A follow-up study of Creston, Iowa, high school graduates of the years 1933-35-37-39. Master's, 1940. Iowa.

2379. Mason, Frank. Sociological backgrounds of Saugerties high school students. Master's, 1940. N. Y. St. Coll. for Teach.

2380. Mauck, Joseph Leonard. Secondary education in Smyth county, 1832-1940. Master's, 1940. Virginia. 187 p. ms.

*2381. Maves, Vivien Wallace. A critical study of the needs and interests of youth. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 11 p. (Abstract of Contributions to education, no. 277)

Analyzes the replies of 189 pupils in the Peabody demonstration school, a high school, and of their respective teachers, to a questionnaire on leisure-time and extracurricular activities, school subjects, traits and characteristics, and school practices and objectives. Recommends that the schools provide a flexible curriculum for all pupils, accompanied by a wide range of elective courses and topics for special interests; provide opportunities for desirable social relationships among pupils; provide opportunities for obtaining vocational information and skills likely to be profitable to pupils during the period of vocational adjustment after leaving school; and provide opportunities for the development of skills and abilities which may be of value for the constructive use of leisure time.

2382. Mehl, Helen Martha. An analysis of cases of high school pupils showing high intelligence and low achievement. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 84)

Studies 22 high-school boys and girls having high intelligence but low achievement in their school work. Finds the causes of failure were: Lack of reading ability, health conditions, home conditions, personality traits, and poor attendance.

2383. Meinhardt, Brother Louis Julins. A five year follow-up study of Holy Redeemer boy's high school graduates, Detroit. Master's, 1940. St. Louis.

2384. Moore, Butler T. A study of certain factors relating to first year high school students of Tunica high school, Tunica, Miss., 1939-40. Master's, 1940. Alabama. 225 p. ms.

2385. Moore, Jefferson Jackson. History of the Autauga County high school. Prattville, Ala. Master's, 1940. Ala. Poly. Inst. 89 p. ms.

2386. Morgan, Glenn. A study of the interests and accomplishments of the different nationalities who graduated from the Clinton, Ind., high school in the years 1922-1933. Master's, 1939. Ind. St. T. C. 83 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 150-51, July 1940)

Studies 696 girls and 572 boys, representing 18 nationalities. Concludes that girls graduated younger than boys, and American pupils graduated younger than did the pupils of foreign parentage; that for the complete high-school course, the foreign pupils showed a higher percentage of both girls and boys with an average of A. Indicates that the American pupils of this group were inferior in scholarship to the total group of other nationalities, and that the girls surpass the boys.

2387. Moseley, L. E. The consolidated high school: a controlling factor in community life. Master's, 1939. Va. Poly. Inst.

2388. Muntz, Grace Evelyn. Prediction of high school performance. Master's, 1940. Buffalo.

2389. Myler, Harold F. A follow-up study of vocational graduates and drop-outs of Dearborn high school, Dearborn, Mich. Master's, 1940. Michigan.

2390. Neal, A. D. The evaluation study of the W. F. George high school of Iowa Park. Master's, 1940. East Texas St. T. C. 193 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940. 48).

Evaluates the curriculum, pupil-activity programs, library service, guidance, instruction, educational outcomes, school staff, plant, and administration.

2391. Nelson, Harold A. A follow-up study of graduates as a basis for curriculum revision, Lindsborg high school, 1935-39. Master's 1940. Colo. St. Coll. of Ed.

2392. O'Connor, Joseph J. Status of supervised correspondence study in high schools in western Iowa, with enrollment under 100. Master's, 1940. Iowa.

*2393. Odom, Charles L. The stability of achievement differentials of the high school students: a statistical study of a five-year testing program in the Plainfield high school. Doctor's, 1940. New York. 292 p. ms.

Analyzes data from tests given to 600 students of the 1938 and 1939 graduating class of the Plainfield high school. Compares scores made on tests of intelligence, English, mathematics, language, Latin, science, history, and reading. Concludes that differences between superior and inferior students in each subject tend to remain fairly constant. Emphasizes the need for individualization in teaching and in guidance work, and shows the value of cumulative records and large-scale testing programs in the analysis of relationships of abilities.

2394. O'Ganone, N. J. Post-high school adjustments of Brainerd high school graduates. Master's, 1940. Minnesota. 74 p. ms.

Finds that 37 percent of the graduates attended college; 46 percent were absorbed by sales and clerical services, and the others were engaged in domestic service, manual labor, crafts, and agriculture, or were unemployed.

2395. Ogden, Bartley Glen. Advantages and disadvantages resulting from changing certain Iowa high schools from a four year to a six year organization. Master's, 1940. Iowa.

2396. O'Toole, Sister Francis Jane. A faculty handbook for Loretto high school. Master's, 1940. St. Louis. 110 p. ms.

*2397. Owens, Morgan B. The development of white secondary schools in Arkansas. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 10 p. (Abstract of Contributions to education, no. 265)

Describes the private academy; the development of a public-school system; sources of public-school revenue; the beginning of the public high school; State supervision of high schools; legal status given to the high school; changing conception of the function of the high school; development of the junior high school; qualifications of high-school teachers; the consolidation movement and high-school development; the growth of high schools under State supervision; school expansion and increased indebtedness; and recent movements affecting secondary education.

2398. Ozenovich, Steven Joseph. The development of public secondary education in New Orleans, 1877-1914. Master's, 1940. Tulane. (Abstract in: Tulane university of Louisiana, series 41, no. 15: 35-36).

Concludes that secondary education in New Orleans developed later than in some sections of the country, but the development followed national trends; that from 1877 to 1900 the high schools were overcrowded, poorly equipped, and constantly moving from one rented

building to another; that attendance was poor because of unsanitary conditions throughout the city and the prevalence of disease; that the curriculum changed continually, that in 1914 New Orleans high-school pupils had the advantages of modern well-equipped school buildings; that there was no public secondary education for Negroes in New Orleans during this period; and that it was not until 1914 that secondary education in New Orleans became established on a basis comparable to that of other cities.

2399. Panzarella, M. A. The extent and source of school information possessed by parents of students in a six year high school. Master's, 1940. Michigan.

2400. Pepper, James N. A study of the vocational choices of pupils in three Michigan high schools. Master's, 1940. Michigan.

2401. Peterson, Carl O. The occupational adjustment of pupils graduating from the high schools of the Granite district in 1935 Master's, 1939. Utah. 103 p ms.

2402. Pope, Myrtle Pihlman. An evaluation of certain educational practices in a democracy. Master's, 1940. Tennessee. 99 p. ms.

Observes practices involving democratic principles in eight secondary schools. Describes an experimental study of individualized methods of teaching sub-standard college freshman English, and discusses the uses of dramatics in democratizing the curriculum. Finds that in most of the schools observed, dramatics is used as an extracurricular activity.

2403. Prokop, Arnold F. Gainful occupations and the high school curriculum. Master's. 1940. California, L. A.

Studies the nature and extent of gainful occupations in which most youth are engaged, and surveys the high schools to determine what is being done to equip youth for these occupations. Finds that 90 percent of the employed youth are engaged in: Agriculture, manufacturing and mechanical industries, clerical, domestic, and trade; that in most of the general full-time high schools nearly three-fourths of the courses are academic; and that vocational courses are usually exploratory and are considered for the student's general education. Suggests specific long and short courses which are to be incorporated into the curricula of full-time general high schools.

2404. Puetz, Wesley E. A follow-up study of the 1933 freshman class of the Lockport high school. Master's, 1940. N. Y. St. Coll. for Teach.

2405. Rice, Louise Trevey. A survey of intelligence and scholastic achievement in the Harrisburg, Ill., township high school. Master's, 1939. Ind. St. T. C. 41 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 149, July 1940)

Finds that the median test scores of freshmen and sophomores fell a little below the standard norms and the juniors and seniors a little above.

*2406. Richardson, James W. Problems of articulation between the units of secondary education. Doctor's, 1939. T. C., Col. Univ. New York, Teachers College, Columbia University, 1940. 192 p.

Analyzes transition situations in school systems for the purpose of locating elements which hinder or help the uninterrupted and continuous progress of transferring pupils, studying pupils in four secondary-school systems in eastern Pennsylvania. Finds that articulation, as a function in secondary education, is specific to individual school systems; that time is a factor to be considered in the problem of articulating the administrative units of secondary education; that efforts made to improve articulation were concerned with helping pupils adjust themselves to the difficulties of their new experiences after they had entered senior high school; and that teachers and administrators of the senior high schools showed understanding of the problems of articulation and willingness to share in their solution.

2407. Riley, Frances C. A follow-up study of three classes of the Heatley high school. Master's, 1940. N. Y. St. Coll. for Teach.

2408. Roach, Mary. A follow-up study of the graduates of Wink high school, Wink, Tex., 1931-39. Master's, 1940. Colo. St. Coll. of Ed.

2409. Roan, John David. A comparative study of selected transfer and non-transfer pupils. Master's, 1940. Georgia. 40 p. ms.

Compares achievement, intelligence, and attendance of transfer and non-transfer seniors of Zebulon, Ga., high school. Shows no reliable difference in the records of the two groups.

2410. Rogers, Fletcher. Evaluation of Pickton high school as measured by the "Comparative study of secondary school standards." Master's, 1940. East Texas St. T. C. 93 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 51-52)

Finds that this school ranks high on its curriculum, pupil activities, and instruction, ranks low on its library and outcomes of instruction, and ranks below the average in staff, plant, and administration.

2411. Ryan, Brice Finley. Boston high school graduates in periods of prosperity and depression. Doctor's, 1940. Harvard.

2412. Salyer, Guy. An investigation and analysis of high school orientation procedures. Doctor's, 1940. Nebraska. (Abstract *in*: University of Nebraska. Abstracts of doctoral dissertations, 1940: 166-74)

Studies orientation practices and activities of 235 public high schools for beginning pupils previous to, and during, the first year of attendance.

†2413. Sears, Jesse B. An administrative survey of Placer union high school and Placer junior college. Stanford University, Calif., Stanford university, 1940. 22 p.

Discusses the high-school and junior-college curricula; legal control and administrative policies; the duties of the superintendent, registrar; the libraries, guidance, health service, supervision, and research; the relations between the community and its schools; salary schedules and teaching load. Offers suggestions for improving both institutions.

2414. Seely, Claire Randolph. The problems of 100 eleventh grade pupils. Master's, 1940. Oregon St. Coll. 79 p. ms.

2415. Shannon, Mary Eliza. The achievement of pupil status in high school. Master's, 1940. Michigan.

2416. Shaw, Ralph. An evaluation of the activities of the Hammond high school. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 149)

Appraises 50 activities of the school in terms of the contribution they make toward the development of desirable personal qualities and toward 20 desirable outcomes of education. Indicates that considerable work is being done by the school toward vocational guidance and toward the development of certain personal qualities such as the ability to get along with people, willingness to cooperate, and self-reliance; that there is a lack of development of patriotism, respect for law, and reverence; and that some activities need a number of changes.

2417. Shellenberger, Paul M. A history of secondary education in Norristown, Pennsylvania. Master's, 1940. Temple. 196 p. ms.

2418. Smith, George Arnold. A comparison of the educational and occupational status of whites and Negroes between the ages of 19 and 25, in the eight land use areas in the State of Georgia. Master's, 1940. Georgia. 115 p. ms.

Concludes that the educational attainment of whites was higher than that of Negroes in the same occupational category except that in one area unemployed Negroes had a higher educational attainment than unemployed whites.

2419. Smith, Rev. George H. A statistical analysis of personality traits of high school boys. Master's, 1940. Catholic Univ. 35 p. ms.

Describes an experiment in which 93 boys in two different high schools were rated by four different raters on one trait per day, in an attempt to determine whether character and personality traits appear in groups of high-school boys as clearly as in college men. Concludes that character and personality traits appear in groups of high-school boys as clearly as in college men.

2420. Snyder, Irvin W. A study of articulation in the public schools of Massillon, Ohio. Master's, 1940. Ohio State. 161 p. ms.

Finds that the teachers are not in close agreement on aims or objectives, or in their teaching methods; that little effort has been made to articulate the curriculum; that school libraries are inadequate to meet present needs; that most of the teachers approve of a single-salary schedule; that guidance is limited in the elementary schools, but that there is closer articulation in the junior and senior high schools; and that approximately 60 percent of the teachers recommend a more adequate cumulative-record system.

2421. Solley, J. L. A study of social and economic factors affecting persistence in the Glencoe high school. Master's, 1940. Ala. Poly. Inst. 75 p. ms.

2422. Spamer, Katharine S. Emotional and recreational interests of high school students. Master's, 1940. Temple. 79 p. ms.

2423. Stacy, Bernice. Meeting the needs of high school youth in Ohio. Master's, 1940. Ohio State. 82 p. ms.

Attempts to determine the effectiveness with which the secondary schools were educating youth to meet life's problems. Finds the schools ineffective in meeting their needs.

2424. Stanard, Ruth Hunt. A study of some of the capacities, attainments and specific needs of the senior high school students in Goodrich high school. Master's, 1940. Michigan.

2425. Stokke, Myrtle G. A study of how university high school students spend their leisure time. Master's, 1940. Michigan.

2426. Street, Andrew Ervin. An evaluation of the Malin high school by its graduates. Master's, 1940. Oregon St. Coll. 124 p. ms.

2427. Stubbs, Bill C. An evaluation of the Burleson high school, Burleson, Tex. Master's, 1940. North Texas St. T. C.

2428. Stunt, Frederick H. A survey to determine the extent of the need and the curriculum for extended secondary education in the central high schools of Nassau county. Master's, 1940. N. Y. St. Coll. for Teach.

2429. Styer, Harriet M. A comparison of the achievements of national honor society members and non-members in the upper quartile of the graduating classes of Norristown high school for the years 1920 and 1930. Master's, 1940. Temple. 83 p. ms.

2430. Tribble, Percy Gilbert. An analysis of certain factors associated with school progress. Master's, 1940. North Texas St. T. C.

2431. Turner, Bernice E. A follow-up study of the graduates of the Caro high school, Caro, Mich., for the years 1933-1940. Master's, 1940. Michigan.

2432. Turner, Thomas Quitman. A study of the commercial graduates of a metropolitan high school. Master's, 1940. Tennessee. 122 p. ms.

Presents a follow-up study of the graduates of the classes of 1935 and 1938 of a high school in Memphis, Tenn. Finds that nearly all of the graduates who wished employment were employed; that they were employed in a wide range of business and non-business occupations. Shows that a large number of graduates of both classes expressed a need for information of a general business nature, particularly for information concerning business etiquette and manners, filing, business correspondence, ethics in business, and selling.

2433. Van Aken, Addison Dunbar. A follow-up survey of high school graduates of Dexter, Mich., for the 10 year period, 1930-1939, inclusive. Master's, 1940. Michigan.

2434. Van Meter, Loren C. An occupational follow-up of 383 high school graduates. Master's, 1940. Ohio State. 131 p. ms.

Attempts to show the relation between the education received and the positions now held by these graduates. Finds that the boys and girls are interested in studies that will

help them, not only to earn a living, but to understand their environment; that the older graduates felt that more homemaking courses should be given; and that a general educational program including more home economics, industrial arts, and vocational guidance would be the best preparation for graduation.

2435. Von Behren, Alwin Fred. A follow-up study of the graduates of the East Lynn, Ill., township high school for the years 1926-1939. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 124)

Attempts to determine the effect of the high-school program on the vocational, social, leisure-time activities, and continued learning adjustments of graduates. Indicates that the program has a great deal of general but little specific effect on later adjustments except in agriculture and home economics.

2436. Wade, Joseph F. The extent to which the Buffalo high school, Accoville, W. Va., meets the expressed desires of parents and pupils who patronize it. Master's, 1940. Michigan.

2437. Waide, Mildred. A comparative study of academic achievement in high school as made by mathematical and non-mathematical students. Master's, 1940. Nebraska. 61 p. ms.

Compares the marks earned in the Lincoln, Nebr., high school by pupils who had studied some mathematics beyond the eighth grade, with the marks earned by pupils who had no mathematics beyond that year.

2438. Walters, Merlin H. A partial evaluation of the small high school. Master's, 1940. Nebraska. 64 p. ms.

Finds that the principal criticisms of the small high school are: Inadequate physical plants; barren curriculum; inexperienced and poorly trained teachers; inadequate library facilities; lack of guidance, health, and extracurricular provisions; and unsound financial status. Finds that the advantages of the small high school are: Opportunity for pupil-teacher-parent contacts; development of desirable social traits which can best be developed in a small community; and the attainment of democracy in administration and supervision.

2439. Weaver, Frank D. A follow-up study of the graduates of the West Branch, Iowa, high school. Master's, 1940. Wyoming. 101 p. ms.

2440. Werner, George Irving. A study of the smoking and drinking practices of senior high school students of Spokane, Wash. Master's, 1940. Washington. 75 p. ms.

Finds that one-half of the boys and three-tenths of the girls smoke, and that the same number of boys and girls drink occasionally; that the factors which influenced them to drink and smoke are: Broken homes, habits of the parents, vacations, friends of the students, student opinion, and age. Shows that students recommend a stricter enforcement of city laws regulating smoking and drinking among minors, and the introduction into the curriculum of courses on smoking and drinking handled scientifically.

2441. Wertenberger, Glenn. A follow-up study of the graduates and dropouts of Bangor high school, Bangor, Mich., for the 10-year period, 1929-1938, inclusive. Master's, 1940. Michigan.

2442. Wilder, Lewis E. A survey to discover the attitudes of recent Otsego high school graduates toward the curriculum. Master's, 1940. Michigan.

2443. Willis, Edmund F. Pupil drop-outs between grades 10 and 11 in the high schools of Douglas County, Wis. Master's, 1940. Iowa.

2444. Willis, L. Hardy. A survey of the graduates and drop-outs of Kilbourne high school. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 156)

Attempts to determine the socio-economic status of the graduates and drop-outs; their vocational and educational status; and the value placed by former students on their high-school training. Concludes that less than one-third of the graduates attend college; that

more students drop out of this school than graduate; that both groups tend to marry soon after leaving school; that most of them remain in the neighborhood; that both groups engage in the same leisure-time activities; and that the salaries of the boys and girls who graduate are higher than those of the drop outs.

*2445. Wray, Ruth Arline. The history of secondary education in Cumberland and Sagadahoc Counties in Maine. Master's, 1940. Maine. Orono, University Press, 1940. 153 p. (Maine bulletin, vol. 43, no. 1. University of Maine studies, second series, no 51)

Discusses the historical, social, political, and economic background of Cumberland and Sagadahoc Counties, 1603-1789; the development of the academies in these counties, 1789-1850; the development of the public high school previous to 1873; the later development of the academy in the counties from 1850-1938; and the development of the free high school in Cumberland and Sagadahoc Counties, 1873-1938.

2446. Young, William H. A study of 100 college preparatory seniors and 100 non-college preparatory seniors. Master's, 1940. Michigan.

JUNIOR HIGH SCHOOLS

*2447. Anderson, John Peyton. A study of the relationships between certain aspects of parental behavior and attitudes and the behavior of junior high school pupils. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 196 p. (Contributions to education, no. 809)

Analyzes data collected from 400 pupils attending the Junior high school of Hastings-on-Hudson, N. Y., and from 350 eighth- and ninth-grade pupils attending a junior high school in Elizabeth, N. J., in an attempt to discover the relation between parental behavior and attitudes, and the behavior of the pupils.

2448. Andes, John Dennis. The junior high school, its aims and objectives. Master's, 1940. Colo. St. Coll. of Ed.

*2449. Barton, Floretta Gibson. A survey comparing the economic-social background of the ninth grade academic and commercial students at Powell junior high school. Master's, 1940. George Washington. 82 p. ms.

Attempts to determine whether there is an appreciable difference between these two groups, and if so, to recommend curriculum changes and a better means of guidance and selection. Shows the need for increasing the standards in the commercial field in the junior high school, and offers suggestions for their improvement.

2450. Brown, Lula Bess. Prediction of achievement in junior high school. Master's, 1940. Texas.

*2451. Coleman, Hubert Anderson. The relationship of socio-economic status to the performance of junior high school students. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 6 p. (Abstract of Contributions to education, no. 264)

Studies 4,784 cases. Indicates that over-ageness is associated with socio-economic status; and that achievement in school subjects, personality maladjustments, hobbies, and extra-curricular activities are associated with socio-economic status.

*2452. Collinson, Leslie. Chronological acceleration and retardation at junior high school level. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 7 p. (Abstract of Contributions to education, no. 262)

Analyzes data as to the intelligence, achievement, extracurricular activities, leisure-time interests, personal adjustment, and personality traits in their relationship to selected chronologically accelerated, retarded, and at age-groups of children of junior high-school level, using as subjects 13,075 boys and girls from rural and urban communities throughout the United States.

2453. Corbin, Bert O. Maladjustment in school children. Master's, 1940. Colo. St. Coll. 69 p. ms.

Studies the causes of maladjustment of 100 children in a junior-senior high school in St. Joseph, Mo. Offers suggestions for remedying these causes of maladjustment.

2454. Dustheimer, Freeman Allen. A study of the background and interests of students attending Jefferson junior high school in Elyria, Ohio. Master's, 1940. Ohio State. 123 p. ms.

Finds that basic interests and conflicts are of real concern to junior high school students.

2455. Farnham, W. Raymond. Pupil orientation in the junior high schools of Ohio. Master's, 1940. Ohio State. 55 p. ms.

Studies the type of orientation programs in use, and the opinions of principals as to the effects and success of these programs.

2456. Ferguson, Bertha Lowe. A study of the pupil who seemingly has reached his mental capacity in junior high school. Master's, 1940. West Texas St. T. C.

2457. Hall, Lucile Octavia. A plan for teaching occupations in junior high school. Master's, 1940. Ala. Poly. Inst. 88 p. ms.

2458. Houk, Dale W. The effects of scheduling on the junior high school program. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 169-75)

Describes a program in use at the Forest Hills junior high school during the last two years designed to develop more life-like situations in the core subjects; to give teachers an opportunity to develop more effectively the study habits and skills of the pupils; to improve pupil attitudes, aims, interests, understandings, appreciation, skills, and habits through all of the school activities; to develop greater social sensitivity and better social adjustment; to enable pupils to concentrate upon a few major subjects while striving for more effective use of materials and for more creative work; to prevent loss caused by failure to persist at a given subject until the objectives of the subject are achieved; to interest parents and patrons in improving the teaching-learning conditions in the schools, and to take part in, and encourage, those activities which promise to give all-round development to the pupils.

2459. Irvine Paul. Baldwin junior high school cooperative instruction program 1939-40: program for the seventh grade. Auburn, Alabama polytechnic institute, 1940.

2460. Lester, Ralph. A comparison of scholastic achievements of elementary school groups in Ponca City junior high school. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine whether or not there are appreciable differences in the preparation of junior high-school pupils according to the elementary schools they attended. Concludes that elementary groups from the Ponca City elementary schools rank higher in grade-point averages than the elementary groups from other towns; and that all elementary-school groups rank higher in scholastic achievement in special subjects than in academic subjects.

2461. McClure, Ivan B. Reorganized school program for teaching the underprivileged and slow learning child. Master's, 1940. Colo. St. Coll. 85 p. ms.

Studies a program begun in a junior high school in Denver, Colo., in the fall of 1936.

2462. Montgomery, Thomas Sears. A study of the philosophy and changing practices in the junior high schools. Doctor's, 1940. Texas.

*2463. Morris, Virginia. Program of activities for junior high school girls (adaptation of the national curriculum). Master's, 1940. New York. 61 p. ms.

2464. Nolan, Anna M. A comparison of the abilities of junior high school pupils as to birthplace of the parents and the occupation of the father. Master's, 1940. N. Y. St. Coll. for Teach.

2465. Nussbaum, Florence. Interest at the junior-senior high school level: an analysis of 49 recent investigations. Master's, 1940. Michigan.

*2466. Ries, Arthur J. A survey of the intelligence and achievement scores of white and Negro children entering the junior high schools of Louisville in September, 1938. Master's, 1940. Louisville. 162 p. ms.

Compares the marks made by white and Negro pupils entering the seventh grade of the Louisville schools in September 1938, on the Otis self-administering intelligence test (form B) and the New Stanford achievement test (form V, 6 parts). Finds differences between the two races, and differences between white children living in different sections of the city. Shows that the white children made higher intelligence scores than the Negro children; that the white children made higher marks on the achievement tests than did the Negro children; that both whites and Negroes fell below the standard grade level of 12; that both white and Negro girls made higher marks than white and Negro boys. Concludes that white children entered junior high school younger than the Negro children.

2467. Smith, Malcolm C. A comparison of certain aspects of the practice of a junior high school with its philosophy. Master's, 1940. St. Coll. of Wash. 64 p. ms.

Analyzes and evaluates certain aspects and outcomes of the educational program in a large junior high school. Concludes that this school has a set of practices inconsistent with the expressed philosophy of its faculty, although they agree with modern educational theory.

*2468. Thomasson, Cecil Wilford. A study of the interests of junior high school pupils. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 7 p. (Abstract of Contributions to education, no. 281)

Studies the extracurricular interests of pupils of the junior high-school grades, and the relation of these interests to chronological age, intelligence, school achievement, and personality.

2469. Tyler, Frederick T. Generalizing ability of junior high school pupils: an experimental study of rule induction. Doctor's, 1940. California.

2470. Young, Alice M. The development and administration of the progressive education experiment in the Lowell junior high school, Tulsa, Okla. Master's, 1940. Okla. A. & M. Coll.

JUNIOR COLLEGES

*2471. Adams, Henry Albert. Criteria for the establishment of public junior colleges in Kentucky. Doctor's, 1940. Kentucky. Lexington, University of Kentucky, 1940. 156 p. (Bulletin of the Bureau of school service, vol. 12, no. 4)

Discusses the public junior colleges in the United States; the program of public education in Kentucky; criteria for establishing public junior colleges; the application of criteria; junior-college legislation in the United States; and a proposed policy for Kentucky.

2472. Boyce, William Thomas. An evaluation of educational opportunities for youth of college age in Orange county, Calif. Doctor's, 1940. Southern California.

Examines conditions relating to educational needs and present opportunities in the region served by Fullerton junior college, in order to discover useful changes that could be made in curricula and practices.

2473. Cadenhead, Cecil Comer. A comparative study of the resident and non-resident students attending the junior division of the University of Georgia. Master's, 1940. Georgia. 38 p. ms.

Compares in-State and out-of-State students on the basis of freshman-placement tests, sophomore-comprehensive tests, high-school achievement, and marks on college-survey courses. Concludes that out-of-state students excelled at the time of entrance, and that in-State students excelled at the end of the first 2 years.

2474. Casper, P. D. Relative factors for proposed junior colleges in areas of small high school enrollments. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the feasibility of establishing a junior college at Garber, Okla. Points out the conditions which must be met in order to secure success of a junior college in this area or any similar area of low enrollment.

2475. Chapman, Roger William. The feasibility of establishing a junior college at Wenatchee, Wash. Master's, 1940. St. Coll. of Wash.

2476. Ford, Hoyt. The junior college movement in Texas. Doctor's, 1940. Texas.

2477. Getsinger, Joseph Wilson. A study of the social utility of Salinas junior college. Master's, 1939. Stanford.

2478. Johnson, James Richard. The junior college dean. Doctor's, 1940. Missouri.

2479. Littlefield, Henry W. The growth of the junior college movement. Doctor's, 1940. Yale.

2480. Ross, William Robert. The history of the Trinidad State junior college to 1939. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

2481. Thomas, William Bernard. The comparative attainment of junior college students in the University of Georgia and in selected junior colleges. Master's, 1940. Georgia. 42 p. ms.

Compares the first 2 years' work of transfer and non-transfer students in the University of Georgia; finds 11 comparisons favorable to transfer students, and 11 comparisons favorable to non-transfer students.

2482. Von Roeder, Herbert Spencer. A study of the public junior colleges of Texas, with special reference to the curriculum. Doctor's, 1940. Texas.

*2483. White, Kenneth B. The expansion of the educational services of State teachers colleges by the inclusion of a junior college program. Doctor's, 1940. New York University. 129 p. ms.

Studies the State teachers colleges which are definitely and consciously offering opportunities for general and vocational education at the junior-college level to students who do not wish to teach. Determines the effectiveness of these programs in relation to the pre-service education of teachers and to the needs of high-school graduates for junior-college opportunities. Finds that the State teachers colleges which have expanded their services to include junior college programs are a miscellaneous group of institutions, largely in small towns at some distance from other higher educational institutions. Offers suggestions for reorganizing teachers colleges in New Jersey.

HIGHER EDUCATION

2484. Amstutz, Wade S. A study of characteristics of education freshmen who entered Ohio State university in 1938. Master's, 1940. Ohio State. 25 p. ms.

2485. Anderson, Erland W. College day. Master's, 1940. Minnesota.

Evaluates the college day program as it is now practiced. Finds that the objectives of college day are weak, and its administration is not well organized. Concludes that colleges do not feel that college day is successful, and enrollments are not enhanced as a result of it.

2486. Beery, George E. A study of the relation between parental occupation and post-high school educational opportunity. Master's, 1940. Temple. 81 p. ms.

2487. Bennion, Hugh C. Scholastic achievements of students at Iowa State college in the fall of 1934, with high school grades below average. Master's, 1939. Iowa State. 76 p. ms.

Finds that of 829 students in this group, 76.8 percent withdrew or were dropped from college; 16.4 percent graduated; and 6.8 percent were still in college.

2488. Berdie, Ralph, and Schneidler, Gwendolen. Education ability patterns; the measured characteristics of graduates of various college curricula as determined in the freshman year. Minneapolis, University of Minnesota, 1940.

Attempts to determine whether students who have succeeded in graduating from different university and college curricula have significantly different patterns of measured character.

istics as entering freshmen. Concludes that certain tests differentiated among curricular groups tested in the freshman year.

2489. Berry, Robert H. A study of personnel services as applied to college. Master's, 1940. East Texas St. T. C. 106 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 12)

Recommends a practical way to initiate a well-rounded personnel program; and offers suggestions for the selection and training of counselors, and for definite procedures for improving existing placement and follow-up services.

2490. Bethel, Lawrence I. Procedures for accrediting American colleges and universities. Doctor's, 1940. Yale.

2491. Blanchard, DeLoss D. Problems that confront a counselor in University of Michigan dormitories. Master's, 1940. Michigan.

2492. Blewett, Edward Y. Principles appropriate to the democratic administration of higher education. Master's, 1940. Ohio State. 75 p. ms.

2493. Brown, Weldon Jard'E. The organization and financing of military training in land-grant colleges. Master's, 1939. Iowa State. 84 p. ms.

2494. Burnett, Collins W. Basic proposals for the alumni association at Ball State teachers college. Master's, 1940. Ohio State. 164 p. ms.

Sets up proposals for reorganizing the alumni association.

2495. Butler, Vivian Musgrave. The organization, administration, and present status of Texas military college. Master's, 1940. Texas.

*2496. Byrne, Charles David. Co-ordinated control of higher education in Oregon. Doctor's, 1940. Stanford. Stanford University, Stanford University Press, 1940. 150 p.

Describes the effect of the State system of higher education on the curriculum, graduate work, faculty, cost, and the centralization of the business offices, dormitory management, health services, publicity, libraries, physical plants, and high school relations of the several colleges which comprise it.

2497. Cain, Leo Francis. The relation of primary mental abilities factors to the academic achievement of college students. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 23-30)

Describes an experiment in which 10 measures of mental ability were administered to 132 Stanford university undergraduate students of junior and senior standing to determine the relation of primary mental abilities factors to the academic achievement of these students. Concludes that the measures of mental ability used in this study have distinct limitations for revealing basic abilities contributing to scholarship as measured by marks

2498. Cation, William LeRoy. Prediction of fall quarter achievement of freshmen at Iowa State college by a combination of high school average, and scores on the American Council on education psychological examinations (1938 edition) and an English placement test. Master's, 1939. Iowa State. 118 p. ms.

Concludes that there is a positive relationship between high-school grade average and marks made on the 1938 edition of the American Council on education psychological examination and the English placement test and the marks that freshmen will make during the fall quarter. Indicates that this relationship may be written in the form of a regression equation to be used for predictive purposes.

2499. Chase, Harrison B. An examination of college admission practices in relation to the proposed criteria of the North central association. Master's, 1940. Michigan.

2500. Chimenhaga, Asa W. An analytical study of the philosophy, aims, objectives, and program of Messiah Bible college in the light of present day authori-

tative evaluation criteria for colleges and secondary schools Master's, 1940. Wittenberg. 200 p. ms.

Concludes that the college has worthy aims and objectives; that the most important improvement needed is a larger and better library; that the guidance program needs to be reorganized; and that methods of instruction could be improved.

*2501. Coad, Nola Evelyn. A history of Dallas college. Master's, 1930. Oregon St. Coll. 50 p. ms. (Oregon State college thesis series, no. 16)

2502. Coe, G. Allen. An analysis of the collegiate programs of candidates for the Bachelor of education degree at the State college of Washington. Pullman. State college of Washington, 1940.

2503. Craig Earl L. The development of Abilene Christian college. Master's, 1940. West Texas St. T. C.

2504. Crites, Nelson A. College recruiting by mail. Master's, 1940. Ohio Univ. 68 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 11)

Studies the mail-publicity programs of the colleges of the United States. Finds that the larger part of the college mail publicity programs was the college bulletin, or the catalog issue of the bulletin; that the use of expensive picture bulletins was restricted to the smaller institutions, which were doing more than twice the advertising of the larger institutions.

2505. Darley, John G. and Williams, Cornelia T. The General college personnel service and personnel research program. Minneapolis, University of Minnesota, 1939.

Analyzes data on the needs, interests, abilities, ambitions, and plans of general college students and their families which would be of assistance in evaluating and revising the General college curriculum.

2506. Davis, Dwight D. W. An analysis of the opportunities existing in Washington state institutions of higher education and quasi-public junior colleges which afford high school graduates to secure additional academic training on the collegiate level. Doctor's, 1940. Washington.

2507. Davolt, Claudine Virginia. A study of the reactions of students at Oregon State college to their curricula and instruction. Master's, 1939. Oregon St. Coll. 128 p. ms.

Analyzes replies to a questionnaire sent to 385 upper-class students at the college.

2508. Dewey, Clifford S. A history of John Fletcher college with special reference to its religious tradition. Master's, 1940. Iowa.

2509. Dunbar, Willis Frederick. The influence of the Protestant denominations on higher education in Michigan, 1817-1900. Doctor's, 1939. Michigan. 379 p. ms.

Describes the conflict between the sponsors of state-supported higher education in Michigan and the proponents of private colleges. Finds that the tendency toward state-supported higher education was stronger, and the efforts of the Protestant denominations to establish and maintain vigorous institutions of higher learning were less successful in Michigan than in any other State in the Old Northwest; that the reform movements were closely associated with the small colleges and their supporters; that the institutions of learning founded by the denominations in the pre-Civil War period were designed to promote the enlightenment of the whole people, while in the later period they came to be considered as more distinctively for the service of the denominations.

2510. Eagan, Edward J. An investigation of the academic value of military science and tactics in American colleges and universities. Doctor's, 1940. Niagara.

2511. Failing, Jean. An evaluative study of the freshman program for 1938-39 in the Ohio State university College of education. Doctor's, 1940. Ohio State.

(Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 32: 189-95)

Analyzes data gathered through the use of tests and questionnaires and from records of interviews with students. Concludes that the freshman program accomplished each of its five purposes to some extent with 50 percent or more of the students who participated in its various activities.

2512. Farber, Robert Holton. An evaluation of the award scholarships in a liberal arts college. Master's, 1940. Chicago.

2513. Faulkner, Donald. An inquiry into the principles of higher administration. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 31: 63-70)

Briefs the literature on the administration of personnel and instruction in colleges and universities.

*2514. Fine, Benjamin. College publicity in the United States. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941. 178 p. (Contributions to education, no. 832.)

Traces the development and growth of college-publicity programs in the United States; explores the attitude of college presidents toward publicity; studies the objectives of college publicity; evaluates existing publicity practices in the field of higher education; discovers differences between publicity programs of colleges based on type and size factors, and analyzes the standards of college-publicity programs in terms of accepted newspaper policies and practices. Offers suggestions for improving college publications.

2515. Fischer, Robert Paul. Some personnel variables in relation to academic achievement. Master's, 1940. Ohio State. 104 p. ms.

2516. Freeman, E. M. and Johnson, P. O. The prediction of student achievement in the College of agriculture (prediction tests) forestry and home economics. Minneapolis, University of Minnesota, 1939.

Attempts to develop prognosis tests for scholastic achievement in this college of the University of Minnesota. Concludes that the tests developed when used with high-school percentile give fairly high correlations with student scholastic achievement in this college.

*2517. Geiger, C. Harve. The program of higher education of the Presbyterian church in the United States of America: an historical analysis of its growth in the United States. Doctor's, 1940. T. C., Col. Univ. Cedar Rapids, Iowa, Laurance press, 1940. 233 p.

Discusses the beginnings of the Presbyterian church in America; the Presbyterians and education prior to 1812; the Presbyterian college movement; the relationship of the denomination to the colleges; the financial support of the Presbyterian colleges; and the education of the Presbyterian ministers.

2518. Gerding, Eleanor A. Analysis of the planning of a group of college of education freshmen. Master's, 1940. Ohio State. 64 p. ms.

Concludes that effective planning is necessary, should be continuous, and needs to be directed.

2519. Gillespie, Paul C. The attitude of the University of Arizona freshmen toward their studies. Master's, 1940. Arizona. 75 p. ms. (Abstract *in*: University of Arizona record, vol. 34: 29)

Attempts to determine and analyze the relative interests, difficulties, and practical values of all courses taken by freshmen the first semester of the year 1939-40. Finds a low positive correlation between interest and difficulty and between practical value and difficulty of the various courses taken by the freshmen; that courses required of all freshmen are rated as the most uninteresting of all courses; that subjects involving mathematics and sciences are rated more interesting, more practical and less difficult by boys than by girls; that subjects involving the languages are rated more interesting, more practical, and less difficult by girls than by boys; and that boys who earned a part of their expenses found their courses more interesting, less difficult, and more practical than did boys who did not earn any of their expenses.

2520. Godbold, Albea. Some factors in the rise and character of the church colleges in the ante-bellum seaboard South. Doctor's, 1939. Duke. 432 p. ms.

Studies colleges for men in Virginia, North Carolina, South Carolina, and Georgia established by the Baptist, Episcopal, Methodist, and Presbyterian churches. Finds that the Episcopalians and Presbyterians were interested in and committed to the support of education as denominations from the beginning; that the Baptists and Methodists were opposed to education at first but later developed an interest in the cause and founded many colleges; that the most important motive in the founding of colleges was the education of ministers; that the colleges professed a profound interest in the moral life of the students and undertook to supervise their activities; that there were formal attempts to teach religion in the college courses; and that there were jealousy and competition between the church colleges and the state universities.

*2521. Goetsch, Helen Bertha. Parental income and college opportunities. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 157 p. (Contributions to education, no. 795)

Studies the relation between the economic status of parents and selective exclusion from higher learning in Milwaukee, Wis., by analyzing the records of 1,023 graduates of 12 Milwaukee public high schools. Concludes that young people in the higher social and economic levels are receiving a college education in greater proportionate numbers than those in less fortunate circumstances; that each individual does not have the chance to achieve the best that is possible in him, according to his interests, abilities, and capacities; and that adequate provision should be made for all mentally superior boys and girls to remain in school as long as possible.

2522. Henry, Archie Maurine. A dark adaptation study of college men and women. Master's, 1940. North Texas St. T. C.

2523. Hersey, Margaret. A summary of the literature in the field of student personnel work in higher education. Master's, 1940. Cincinnati. 162 p. ms.

Finds that more personnel research is being done in secondary schools than in colleges and universities. Stresses the need for development of personnel work through tests, records, and case studies.

2524. Howard, Boyd D. The origins of higher education in the State of Kentucky. Doctor's, 1940. Cincinnati. 199 p. ms.

Attempts to discover the origins of institutions of higher education in Kentucky; to identify the factors contributing to these origins; and to determine to what degree the origins of higher education was a function of private and civil interests.

2525. Howell, Isabel. Montgomery Bell academy: a chapter in the history of the University of Nashville. Master's, 1940. Peabody. 90 p. ms.

2526. Hunter, Catherine Hessey. A history of higher education in Franklin County, Tennessee. Master's, 1940. Tennessee. 155 p. ms.

Traces the history of Mary Sharp college, Winchester normal school, Terrill college, and the influence of their presidents on these colleges which ceased to function when their presidents withdrew or retired. Discusses the founding and present status of the University of the South.

2527. Jones, Clyde C. A history of Sue Bennett college. Master's, 1940. Kentucky. 232 p. ms.

Analyzes the idea back of the founding of this college under the topics of sociological background, the mountain problem, home relation, family problems, recreational and civic problems, health and sanitation, housing, and religious problems. Describes the growth of the curriculum, and points out the advantages of attendance by students of the mountains and surrounding areas.

2528. Karr, Richard P. Prediction of success at the University of Arizona. Master's, 1940. Arizona. (Abstract in: University of Arizona record, vol. 34: 42)

Concludes that the best prognostic factors are: rank in graduating class in high school and the aptitude test; and that the use of prediction is advocated for a definite guidance and counseling program to guide incoming students, and assist them in the proper planning of their courses.

2529. Knott, A. Kirk. A study of the status of orientation procedures for college freshmen. Doctor's, 1940. Oregon.

2530. Kolzow, Virden J. An outline history and source book of McPherson college. Master's, 1940. Kans. St. T. C., Emporia. 210 p. ms.

2531. Kottemann, Claire Dumestre. Summer schools of the Southern university conference. Master's, 1940. Tulane. (Abstract in: Tulane university of Louisiana, series 41, no. 15: 31-33)

Traces briefly the history of the summer school as an educational movement, and studies the administration of the summer schools conducted by 29 of the 41 institutions of the Southern university conference. Shows that 27 of the summer schools have uniform practices in some respects, with variations in the method of general control of the summer school. Offers principles of desirable summer school practice.

2532. Ladieu, Gloria Bertha. Predicting academic success: A critical evaluation of the relation between achievement in college and various predictive measures. Master's, 1940. Tulane. (Abstract in: Tulane university of Louisiana, series 41: no. 15: 78-79)

Attempts to determine what predictive measures are most effective in selecting those pupils who are unfit for college; and to determine what shall be the critical scores or critical areas. Investigates the predictive value of high school average, scores on the Ohio State psychological examination, and number of merit points earned in the first semester of the freshman year by 133 arts and science students at Newcomb college. Suggests that if a policy of selective admission was adopted at this institution, two of these measures could be used in determining admission to the freshman year; that applicants having high school averages under 82 and scoring below 90 on the Ohio State psychological examination form 17, be refused admission; that study habits inventory or hours per week spent studying in combination with other measures of production be investigated.

2533. Lawrence, William A. An evaluation of achievement in the various colleges of the Louisiana State university with special reference to certain aspects of the junior division. Doctor's, 1940. Louisiana State.

*2534. Long, Watts Andrew. History of Pacific university. Master's, 1932. Oregon St. Coll. 37 p. ms. (Oregon State college thesis series, no. 12)

2535. Mallon, Wilfred M. Administration of honors programs in American colleges. St. Louis, Mo., St. Louis university, 1940.

2536. Mead, John Fremont. An evaluation by the jury method of senior college transfer relations with junior colleges. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

2537. ——— Transfer relations with senior colleges. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

2538. Merkley, Marian Gibb. The 1938 summer session of the University of Utah as a factor in the professional training of teachers in service. Master's, 1939. Utah. 135 p. ms.

2539. Miller, Crichton P. The Reserve officer's training corps: an organization, an issue and a focus of student attitudes. Master's 1939. Columbia.

2540. Moline, Carl O. A study of scholastic achievement in college of various age groups. Master's, 1940. Kans. St. T. C., Emporia. 42 p. ms.

2541. Moore, Gail Everett. History of Chico State college. Master's, 1940. Oregon St. Coll. 149 p. ms.

2542. Nelson, Margaret. A comparative study of the achievement of academic majors in the College of education, and academic majors in the School of liberal arts. Master's, 1940. Minnesota. 81 p. ms.

2543. Nugent, Edward Francis. A study of attitudes toward coeducation in New England. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 126-28)

Enumerates and analyzes the past attitudes and arguments for and against coeducation throughout the United States in general, and in New England in particular; and evaluates the attitudes of college men and women of today on the theory and practice of coeducation. Analyzes replies to an attitude questionnaire administered to a group of upper classmen at Clark university and to a small section of women students at Mount Holyoke college. Finds that the general attitude of both men and women students of the two institutions favors coeducation.

2544. Pace, C. Robert. The General college adult study. Minneapolis, University of Minnesota, 1939. 87 p. ms.

Studies the needs of young adults under vocational life, home and family life, socio-civic affairs, and personal life, and applies them to the curriculum of the General college of the University of Minnesota.

2545. Parkhurst, Amos James. A comparison of the scholastic and collegiate records of matriculants from 11 year and 12 year high schools. Doctor's, 1940. North Carolina.

2546. Parsons, Nellie Frances. The history of Missouri Valley college. Master's, 1940. Missouri.

2547. Reece, Dorothy Clare. An analytical study of the philosophy, content, and administration of the general course in the field of freshman orientation: based on 150 questionnaires and printed material. Master's, 1940. Ohio Univ 175 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 43)

Describes a course in "college problems" given at Ohio university, and its part in the total freshman adjustment program.

2548. Sanders, Frank Willis. Patronage and service areas of School of education of the Alabama polytechnic institute. Master's, 1940. Ala. Poly. Inst. 115 p. ms.

2549. Sanford, J. W. An analysis of the administrative organization of Langston university. Master's, 1940. Kans. St. T. C., Pittsburg. 85 p. ms.

2550. Scannell, John Andrew. A study of the exercise factor in the growth of college freshmen. Doctor's, 1940. Indiana. 109 p. ms.

2551. Schubert, Oliver G. The relation between the size of the high school and scholastic achievement of college freshmen. Master's, 1940. Okla. A. & M. Coll.

Analyzes the scholastic records of 409 high school graduates from 75 high schools in the Northeast State college district. Finds that students from class A high schools made better marks as freshmen than did students from either class B or C high schools.

2552. Shadle, Harry L. A study of the church-related college and business education. Master's, 1940. Iowa.

2553. Shumaker, Joseph McDonough. A critical study of the organization, administration, and financing of the arts colleges of the Evangelical and Reformed denominations. Doctor's, 1940. New York. 228 p. ms.

Studies the organization, administration, and financing of seven denominational colleges.

2554. Smith, Mahlon Brewster. An experimental study of level of aspiration in college students. Master's, 1940. Stanford.

*2555. Springer, C. G. A history of Philomath college. Master's, 1929. Oregon St. Coll. 49 p. ms. (Oregon State college thesis series, no. 19)

*2556. Stanbrough, Amos Colfax. History of Pacific college. Master's, 1933. Oregon St. Coll. 35 p. ms. (Oregon State college thesis series, no. 18)

2557. Stevenson, Mary Jane. Administration of the individual advisory system for freshmen: a study of present practices and suggestions for future planning. Master's, 1939. Ohio. Univ. 146 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1939: 62-63)

Describes an experiment in which questionnaires were administered to the freshman class of 1942 at Ohio university, to faculty advisers of the freshmen, and to 200 colleges and universities. Concludes that the advisory system is dependent upon the situation in which it is operative. Offers suggestions for reorganizing the individual advisory system for freshmen at Ohio university.

*2558. Sturtevant, Sarah M., Strang, Ruth, and McKim, Margaret. Trends in student personnel work as represented in the positions of dean of women and dean of girls in colleges and universities, normal schools, teachers colleges, and high schools. New York, Teachers college, Columbia University, 1940. 110 p. (Contributions to education, no. 787)

Discusses the prevalence of deans of women and deans of girls; their academic preparation, teaching load, salary, organization and staff, and student personnel functions.

2559. Tormay, Sister M. Cyrilla. Franciscan pioneering in higher education in America. Master's, 1940. Canisius. 40 p. ms.

Presents a history of Franciscan education in Mexico and the southern United States.

2560. Upshall, C. C. The study skills of college seniors. Bellingham, Western Washington college of education, 1939. 8 p. ms.

Describes an experiment in which the Tyler-Kimber study skills tests was administered to a class of college seniors. Concludes that this test correlated with achievement in college and the American council psychological examination.

2561. Van Tine, Agnes W. The prognostic value of entrance tests and requirements at the Drexel institute of technology. Master's, 1940. Temple. 77 p. ms.

2562. Vining, Robert L. A study of college achievement of two groups of high school graduates. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 47-48)

Compares the scholastic achievement as indicated by marks received in college, and social achievements as indicated by participation in organized social activities in college of two groups of high-school graduates who attended the same college.

2563. Walde, Sister Mary Joseph. The scholastic persistence of the conditioned student of the College of arts and sciences of St. Louis university during the decade, 1926-1936. Master's, 1940. St. Louis.

2564. Walsh, Reed H. Differences in performance on certain achievement tests of freshmen entering Brigham Young university and freshmen who enter certain other universities. Master's, 1940. Brigham Young.

2565. Williams, Mima Ann. History of Daniel Baker college. Master's, 1940. Texas.

*2566. Wisby, Thomas Edwin. The contribution of the Morrisville college to education. Master's, 1940. New York. 94 p. ms.

Describes the origin and growth of the school, and its contribution to education as viewed by some of its students. Concludes that the college served a great purpose as a pioneer center of higher education.

2567. Zimmerman, John J. The liberalism-conservatism of a college freshman class and the change of attitude after a year in college. Master's, 1940. Kans. St. T. C., Emporia. 54 p. ms.

2568. Zorbaugh, Frederick McClure. *Town and gown: a sociological study of the relation of Oberlin college to the community of Oberlin.* Doctor's, 1939. New York.

Traces the history of the college and the community; emphasizes the extent and changing nature of their interrelations. Finds the college-town interactional relationship in all of the principal areas of community life.

STUDENT PERSONNEL PROBLEMS

2569. Bannan, Agnes Irene. *The problems of modern youth in the light of the Fourth Gospel.* Master's, 1940. Biblical Seminary.

2570. Beck, Maurice P. *An analysis of popularity: a study of the social aspects of personality.* Master's, 1940. Western Reserve. 71 p. ms.

Studies the popularity of 72 college girls in relation to scores on the Terman Miles masculinity-femininity test. Indicates that there is such a trait as "generalized popularity", although in terms of averages for the group, popularity scores were definite and reliable from one situation to another.

2571. Burks, Jasmine Rudd. *An analysis of grooming problems of the high school girl.* Master's, 1940. North Texas St. T. C.

2572. Campbell, Edith Jessie. *Social problems of 32 rural high school students.* Master's, 1940. Peabody. 129 p. ms.

Finds that their chief problems were lack of adequate provisions for social life, fear of public criticism, unsatisfactory transportation and study facilities, inability of parents and teachers to understand the child's viewpoint, frequent change of schools, limited curriculum, and a feeling of insecurity in regard to future plans.

2573. Fasnacht, Everett. *Social problems of 707 adolescent children in southeastern Colorado.* Master's, 1940. Colo. St. Coll. of Ed.

2574. Fields, Ralph Raymond. *The identification of the interests and problems of high school students and their implications for curriculum development.* Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 203-208)

Describes the construction and administration of an inventory of student problems to senior high school students to determine their opinions on their own problems, interests, and needs. Finds that many of them were concerned over a number of the personal problems and most of the social issues in the inventory; that they felt that the school should deal with most of the problems; that interest in the social problems increased with maturity; that there were significant differences between boys and girls on many of the personal problems, but not on the social items. Shows the need for a teacher-counselor to maintain a position of friendly relationship with the students throughout their high school career as an aid in solving such problems.

2575. Fleege, Brother Urban H. *Home, school and social problems of the adolescent boy: a factual and interpretative study.* Doctor's, 1940. Catholic Univ. 500 p. ms.

Analyzes replies to a questionnaire administered to 2,000 boys from 20 Catholic high schools, in 18 cities in 12 States and the District of Columbia. Finds that the same type of problem is met by adolescents throughout the country; that problems never come singly; and that problems are greatest between the freshman and sophomore years; that the major problems are: purity, indecision about vocations, being misunderstood by adults, lack of opportunity for social recreation, financial, and school difficulties.

2576. Foos, Rhoda. *Comparison of opinions of pupils in mining and agricultural communities toward home and social problems.* Master's, 1940. Colo. St. Coll. 120 p. ms.

Compares the opinions of 50 boys and 50 girls in Frederick, Colo., a mining community, with those of the same number of boys and girls from Laporte, Colo., a farming community. Finds significant differences in opinions of the pupils from the two communities.

*2577. Gannon, Joseph Timothy. A statistical study of certain diagnostic personality traits of college men. Doctor's, 1939. Catholic Univ. Washington, D. C., Catholic university of America, 1939. 45 p.

Attempts to determine the dominant groups of personality traits among college men and to study the diagnostic significance of these groups by comparing them with the fundamental syndromes of the psychoses.

2578. Gray, William Excell. Some problems of conflict between high school pupils and their parents. Master's, 1940. North Texas St. T. C.

2579. Halpert, Ruth Jean. A study of values in personal relationships. Master's, 1939. Columbia.

2580. Heim, Thomas J. S. A comparative study of the social and economic status of State teachers college students. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 141-52)

Studies the social and economic status of students entering the State teachers colleges of Pennsylvania in 1939-40, and compares the findings with those of similar studies made in this and other States during the past three decades. Concludes that the social and economic status of students entering the Pennsylvania State teachers colleges has changed, and in many cases, for the better; and that more students of a better type are entering the teaching profession than at any time during the past three decades.

2581. Howard, William Luther. A personnel study of N. Y. A. students at Indiana university. Doctor's, 1940. Indiana. 239 p. ms.

2582. Kirkendall, Lester A. Sex adjustments of young men. New York, Harper and brothers, 1940. 215 p. (Teachers college of Connecticut)

Studies the sex adjustments of unmarried men between the ages of 16 and 25 based on interviews with hundreds of individual youth. Discusses attitudes toward sex, actual adjustments and the extent used, the desirability of various adjustments, and on current misconceptions toward sex.

2583. Koons, Leo Edmund. A program of self-help for rural high schools. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 69)

Describes the establishment of a self-help program designed to better prepare students to take an active part in society by enabling them to satisfy their own desires, by giving them necessary vocational training, and by allowing participation in democratic government.

2584. Landis, Paul H. Problems of farm youth,—a point of view. Social forces, 18: 502-13, May 1940. (State college of Washington)

2585. Larson, Nellie May. Attitudes of parents, teachers, and adolescents in five consolidated schools of Story County, Iowa, toward various problems of adolescent, social, and emotional development. Master's, 1940. Iowa State. 108 p. ms.

2586. Link, Freddie Susan. Attitudes of boys and girls toward certain social problems. Master's, 1940. Colo. St. Coll. 91 p. ms.

Studies the attitudes of 350 boys and girls in the tenth and eleventh grades of eight small high schools near Waco, Texas, toward certain forms of social behavior. Determines attitudes which might result in social problems.

2587. Newman, S. Clayton. Self-help employment among college students and its implications for American education. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 237-40)

Studies the extent, effects, and implications of employment among undergraduate college students. Finds that approximately one-third to one-half of all students engage in part-time employment while attending college, with great variations according to sex, type of college, location, and other factors; that the most prevalent types of work appear to be restaurant,

office, store, and housework; that the proportion of expenses varies widely; that employment does not have noticeably significant effects on the scholastic records in the average cases, that the effects of employment on health appear not to be noticeably significant in the average cases; that existing agencies in the colleges for dealing with the problems of the workers vary widely in their organization, services, and effectiveness.

2588. Pfeiffer, Harrison S. Social attitudes of college freshmen in Michigan Doctor's, 1940. T. C., Col. Univ.

Attempts to discover the social attitudes of college freshmen about many of the controversial issues in American life; and to determine the relation between certain factors within the pre-college experience of college freshmen and the liberalism and intensity of their attitudes.

2589. Poyzer, Lyle I. Problems in personal guidance in small high schools in Iowa. Master's, 1940. Iowa.

2590. Rausche, Katherine. Analysis of personal problems recognized by high school pupils. Master's, 1940. Iowa.

2591. Russell, James Hershey. The economic status of 600 mid-western college men before and after graduation. Doctor's, 1940. Indiana. 206 p. ms.

2592. Seibel, L. W. Economic aid of Montana high school students. Master's, 1940. Montana. 94 p. ms.

2593. Shepherd, Marshall L. The maladjusted college student. Master's, 1940. Cornell. 128 p. ms.

Concludes that most students have problems which may lead to maladjustment; that the general problem is individual; and that treatment requires reliable diagnosis and individual care.

2594. Somers, Elizabeth A. A comparison of personality adjustments and intelligence quotients of children of American parents and children of foreign-born parents in the Westville township high school, Westville, Illinois. Master's, 1939. Ind. St. T. C. 47 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 149, July 1940)

Describes an experiment in which the Otis self-administering test of mental ability was given to the American and foreign-born group, and the IQ's compared; and later the Symonds adjustment questionnaire was given to both groups and the results compared. Concludes that pupils from the American homes were slightly higher in intelligence than those from foreign homes; and that pupils from American homes were a little better adjusted than pupils from foreign homes.

2595. Staley, David. A study of the extent to which 222 adolescents were concerned with selective problems of adjustment. Master's, 1940. Oregon.

*2596. Todd, J. Edward. Social norms and the behavior of college students. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941. 190 p. (Contributions to education, no, 833)

Studies the 1,247 questionnaires and 137 case studies used in the study of transition from school to college containing information regarding the students as they left 103 secondary schools in New England, New Jersey, and Pennsylvania and attended some 40 colleges. Finds that economic values are dominant with political and theoretical values next in importance, and social, religious, and aesthetic values following in the order named; and that personality tends to become organized around a personal pattern of values which tends to be unique, consistent, persistent, and dynamically related to behavior; and that the value pattern of the student group agrees closely with the pattern of values of the culture although changes appeared between the high school pattern and the college pattern.

2597. Walker, DeVere Bates. A comparative study of the 1939-40 living conditions of dormitory and non-dormitory men attending North Texas State teachers college, Denton, Texas. Master's, 1940. North Texas St. T. C.

2598. West, Richard G. Youth of Ashtabula county tell their story. Master's, 1940. Ohio State. 151 p. ms.

Describes interviews held with 500 youth from 16 to 24 years of age in an attempt to determine their interests and needs. Offers recommendations for a youth program in the county.

2599. Woods, Izetta Lee. An evaluation of the influence of certain factors upon popularity. Master's, 1940. North Texas St. T. C.

WOMEN—EDUCATION

*2600. Burgemeister, Bessie Benson. The permanence of interests of women college students: a study in personality development. Doctor's, 1940. Columbia. New York, 1940. 60 p. (Archives of psychology, no. 255)

Analyzes the interests and vocational choices of Barnard college women during the first two years in college, in order to discover the nature of individual differences in degrees of permanence of interest, and the psychological reasons for changes in vocational choice. Attempts to determine whether the possession of a withdrawal attitude favors greater permanence of interests; whether successful achievement in a given field tends to increase the stability of interests within that field; and whether permanence of interests is positively related to age. Concludes that the possession of a withdrawal attitude favors the permanence of interests; that permanence of interests is positively related to age; and that successful achievement favors the permanence of interests both in specific subjects and in broader fields.

*2601. Dunkerley, *Mother* Mary Dorothea. A statistical study of leadership among college women. Doctor's, 1940. Catholic Univ. Washington, D. C., Catholic University of America Press, 1940. 65 p.

Analyzes scores for leadership in 15 categories obtained by means of a voting technique for 60 college women.

2602. Gleason, Harriett. A comprehensive comparative scholastic-activity study of a generation of Ohio university non-national honor society women with national honor society women. Master's, 1939. Ohio Univ. 38 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1939: 27-28)

Finds that the woman of average scholastic achievement shows superior leadership traits to those of superior or inferior scholastic achievement; and that the national honor society women excel the non-national honor society women in scholarship and centile rank.

2603. Howard, Jennie Morris. A suggested course in orientation for freshman women. Master's, 1940. Alabama. 135 p. ms.

2604. Lynum, Gladys Adelia. Emergency education for women in the State of Iowa. Master's, 1940. Iowa State. 79 p. ms.

Presents data relative to the distribution of Federal funds for emergency adult education, and as to the nature of the educational activities carried on under this program.

2605. Lyon, Dorothy Lomax. The Louisiana business and professional woman. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 169)

Considers the status of women's employment in industries, in the professions, and in public office, and discusses the laws which pertain to them as working women as well as the laws which regulate their rights in general.

2606. Payne, Margaret. A survey of the achievement of honor freshman women students. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 145-46)

Attempts to determine the relationships between superior freshman achievement and later achievement. Concludes that honor freshman women continue to be scholastically superior during the remaining terms, and that they are consistently successful in post-college attainments.

2607. Smith, Fredrika Patchett. Seasonal variations in the physical fitness of healthy college women. Master's, 1939. Smith.

2608. Steinkamp, Ruth Christine. The ascorbic acid metabolism of college women. Master's, 1940. Texas.

†2609. Warren, Constance. A new design for women's education. New York, Frederick A. Stokes company, 1940. 277 p. (Sarah Lawrence college)

Describes the methods of teaching at Sarah Lawrence college, Bronxville, N. Y., which is based on each student's individual needs and experiences.

2610. Young, Charlotte M. Nutritional status of Iowa State college women. VI. Factors contributing to variability in basal metabolism. Doctor's, 1940. Iowa State.

PROFESSIONAL EDUCATION

2611. Allen, Josephine Elizabeth. Intelligence and vocational interests in the prediction of completion of training and of relative success among student nurses. Master's, 1940. Stanford.

†2612. Byrnes, Thomas W. and Baker, K. Lanneau. Do you want to become an accountant? New York, Frederick A. Stokes company, 1940. 189 p. (Columbia university)

Gives a short history of the profession. Discusses inclination and aptitude as shown by aptitude tests; education for Certified public accountancy; training and opportunities; C. P. A. examinations and how to prepare for them; classification and accounting services; the work of assistant accountants; duties and responsibilities of public accountants and auditors; professional ethics; opportunities in private accounting, and the future of accountancy.

2613. Calmus, Abraham. A critical study of engineering education in the United States. Master's, 1939. Columbia.

2614. Cannell, Charles F. A preliminary study of some of the factors underlying the choice of ministry and law as a vocation. Master's, 1940. Ohio State. 105 p. ms.

2615. Denham, Margaret. The development of artifacts in public health nursing staff. Master's, 1940. Peabody. 285 p. ms.

Investigates the artifacts used in the continuous educational program for public health nurses; and surveys the techniques used for the in-service training of public health nurses.

*2616. Devitt, Faith Eleanor. The opinions of 123 teachers of commercial education as to the practical, cultural, and economic value to them of their master's degrees. Master's, 1940. Syracuse. 106 p. ms.

Analyzes 123 replies to a questionnaire sent in by holders of the master's degree from 10 colleges and universities. Finds that this degree is becoming increasingly important; that most of the teachers do not regret the expense, inconvenience, and sacrifice of time incurred while obtaining the advanced degree; that the acquisition of the degree does not insure an increase in salary.

2617. Dunn, John Ziglar. The cost of securing a master's degree from a Texas State teachers college and the economic and professional value of the degree. Master's, 1940. North Texas St. T. C.

2618. Fletcher, Donald Edmund. The influence of color and form vision upon the progress of medical students in microscopic anatomy. Doctor's, 1940. Kansas.

*2619. Gardiner, Lillian A. An analysis of achievement in principles applied to the nursing practice of first year students in schools of nursing. Master's, 1938. Catholic Univ. Washington, D. C., Catholic university of America, 1938. 57 p. (Studies in nursing education)

2620. Germain, Lucy D. The development of the program of classroom instruction in the schools of nursing in Michigan. Master's, 1940. Michigan.

*2621. Guyot, *Sister Henrietta*. A preliminary study on the status of nursing education in the state university. Master's, 1937. Washington, D. C., Catholic university of America, 1937. 84 p. (Studies in nursing education)

*2622. Hagelthorn, Signe E. The doctorate of philosophy in education and its administration at New York university. Doctor's, 1939. New York. 288 p. ms.

Traces the origin of organized education from the time of the earliest efforts to standardize academic and professional requirements to modern, complex, institutional practices. Presents a statistical study of 216 doctoral candidates earning their degrees in the first decade, 1922-1932, of the School of education of New York university.

*2623. Hartnett, *Sister M. Rita*. A critically selected and annotated list of sources for research in nursing education. Master's, 1940. Catholic Univ. Washington, D. C., Catholic university of America, 1940. 67 p. (Studies in nursing education, no. 5, fascicle 1)

Presents a critically selected and annotated list of source materials on nursing education.

2624. Kay, Lillian Wald. Personality factors in the selection of medical students. Master's, 1939. Columbia.

2625. Kraft, Louise. The relationship between some criteria commonly used in selecting nurse applicants and success in the School of nursing, with a special attempt at validating the Moss-Hunt aptitude test. Master's, 1940. Buffalo.

*2626. McCarthy, *Sister de Chantal*. Saint Vincent De Paul's concept of the care of the sick applied to present objectives in nursing education. Master's, 1938. Catholic Univ. Washington, D. C., Catholic university of America, 1938. 40 p. (Studies in nursing education, vol. 3, fascicle 1)

2627. Mallon, Wilfred M. The master's degree in summer sessions of American graduate schools. St. Louis, Mo., St. Louis university, 1940.

2628. ——— Significant factors in prediction of success of St. Louis university college graduates in medical school. St. Louis, Mo., St. Louis university, 1940.

2629. Martin, *Sister Mary Brendam*. An analysis of the contribution of the Catholic hospital association to Catholic nursing education in the United States from 1929 to 1939. Master's, 1940. St. Louis. 114 p. ms.

*2630. Meadowcroft, L. Virginia. Missionary curricula provided by certain theological seminaries. Master's, 1939. East. Baptist. Philadelphia, Eastern Baptist theological seminary, 1939. (Contributions to Christian education, no. 6: 2-14)

Analyzes replies to a questionnaire sent to 23 seminaries representing these denominations: Baptist, Congregational, Episcopal, Methodist Episcopal, Moravian, Presbyterian, Reformed Church of America, and United Presbyterian. Concludes that little attempt has been made to provide missionary preparation in the seminaries of any denomination; that non-Baptist seminaries have made a greater effort to provide missionary training than the Baptist seminaries; that missionary courses are of a general nature and tend to inform the prospective pastor rather than to instruct the missionary candidate; that specializing can be done only through graduate work.

2631. Metcalfe, Emily Antoinette. The ascorbic acid metabolism of freshman nurses. Master's, 1940. Texas.

2632. Monferino, Louis, Jr. An analysis of the professional training and background of the social workers employed by the State relief administration operating in Los Angeles County. Master's, 1940. Stanford.

*2633. Moore, Lillian. *Alumna! education in Middle Atlantic States*. Doctor's, 1940. New York. 161 p. ms.

Investigates the opportunities for continuing education offered by colleges and universities to alumni. Concludes that alumna! education is an integral part of collegiate work; that alumni associations offer the most extensive reading guidance, mainly through alumni magazines; that colleges are active in developing instructional programs of faculty lectures, radio broadcasts, alumni conferences, forums, discussion groups, and alumni colleges; that alumni are not taking advantage of these offerings, largely due to their failure to satisfy the needs of large numbers of alumni. Indicates that with the stressing of proper objectives of developing the capabilities of college graduates to the highest possible degree, with definite attention to citizenship training, alumna! education will become an increasingly important factor in preserving our democratic ideals and developing disinterested and socially minded leaders.

†2634. Purdue university. *Studies in engineering education*. Lafayette, Ind., 1940. 35 p. (Studies in higher education, 38)

Contents: (1) The quality of freshman preparation 10 and 20 years later, by H. H. Remmers and A. A. Potter, p. 3-9; (2) Predicting success and failure of engineering students in Schools of engineering in Purdue university, by H. H. Remmers and H. E. Geiger, p. 10-19; (3) Mathematics diagnostic-testing program in Purdue university, by M. W. Keller, D. R. Shreve, and H. H. Remmers, p. 20-29; (4) A brief of the technique and results of an experiment with written recitation, by R. B. Abbott and H. H. Remmers, p. 30-35.

*2635. Rosaria, Sister Mary. *The nurse in Greek life*. Doctor's, 1917. Catholic Univ. Boston, 1917. 51 p.

2636. Skott, Helene Christine. *The implications of modern education for the teaching of the major nursing course*. Master's, 1940. Ohio State. 68 p. ms.

*2637. Taylor, George Jackson. *A comparative study of the vocational interests of ministers and theological students of Greater Boston as indicated by the Strong vocational interest blank*. Master's, 1940. Boston Univ. 59 p. ms.

Administers the blank to theological students at Boston university during the first semester of the school year 1938-39, and to students in six other theological schools around Boston. Analyzes data from the 184 inventories which were returned. Concludes that the Strong vocational interest blank can be adapted to measure the vocational interests of professional groups.

2638. Thomas, Harold Alexander. *An in-service training program for the State forestry department*. Master's, 1940. Oregon St. Coll.

2639. Thurman, Paul Wilson. *Predicting engineering achievement*. Master's, 1940. Kentucky. 42 p. ms.

Analyzes the marks made by 389 engineers on entrance tests, in pre-engineering courses and their success in the Engineering college. Finds that the correlation was higher between success in pre-engineering courses and success in college engineering than between freshman entrance test scores and success in the Engineering college.

*2640. Townsend, Sister Margaret Mary. *The articulation of programs of the college and clinical nursing theory and practice in an integrated curriculum in nursing offered in an institution of higher education*. Master's, 1940. Catholic Univ. Washington, D. C., Catholic university of America, 1940. 63 p. (Studies in nursing education, vol. 2, fascicle 7).

Studies the coordination between the college and nursing school programs in 31 institutions.

*2641. Voss, Sister Rita. *The history of the Providence hospital school of nursing, Washington, D. C.* Master's, 1940. Catholic Univ. Washington, D. C., Catholic university of America, 1940. 42 p. (Studies in nursing education, vol. 4, fascicle 1)

Discusses the foundation and development of the school of nursing; its educational program; clinical nursing service; extracurricular activities; and the organization and accomplishments of the alumnae.

ADULT EDUCATION

2642. Bailey, Allen Ansel. A survey of the continuation school movement in Hawaii. Master's, 1940. Hawaii. 122 p. ms.

2643. Boatright, E. C. Educational implications of the Works progress administration and other related Federal agencies. Master's, 1940. East Texas St. T. C. 103 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 12-14)

Studies the role of the Federal government in educational activities throughout the country since the establishment of the Works progress administration, the National youth administration, and the Civilian conservation corps. Finds that the fields of adult and nursery education have been expanded; that a marked diversity of experimentation in techniques and programs has been made possible.

2644. Brenneman, Roy H. Industrial arts in the Civilian conservations corps. Master's, 1940. Ohio State. 113 p. ms.

Finds that industrial arts in the C. C. C. is largely technical and of a vocational nature; that there is some craft work of the hobby type. Concludes that camp educational facilities and the teaching staff are inadequate; that the non-academic courses were the most popular; that the C. C. C. develops skills that are marketable; and that most of the jobs secured by the boys were on the little-skill level.

2645. Brumfield, Victor Leslie. A study of the educational program of the Jackson parish companies of the Civilian conservation corps. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 125)

Compares methods, techniques, and procedures of the camp schools with those of the average Louisiana schools to ascertain in what respects they coincide. Shows that the vocational type of training now used in the camps offers many advantages for the poorly trained young man who is out of school because of the necessity of earning a livelihood for himself and his dependents; and that the objectives of the camp educational program are as practical and as easily obtainable as those of the secondary schools.

2646. Bryant, Martel Prideaux. Education in the CCC camps of New Mexico. Master's, 1940. Texas Tech. Coll. 135 p. ms.

2647. Burns, Clyde Edwin. Education in the CCC camps in Tennessee. Master's, 1940. Tennessee. 51 p. ms.

Studies education in the 29 junior white camps of the Civilian conservation corps in Tennessee. Finds that the average camp has an educational program carried on in one or more buildings which house the library, workshop, and classrooms; that each carries on one or more agricultural projects; that motion pictures are used for education and recreation; that 85 percent of the enrollees are from rural areas, most of whom have not attended school beyond the eighth grade; that 79 different subjects were taught in the camps from January 1939 to March 1940, which were participated in voluntarily by 85 percent of the enrollees, receiving five hours instruction a month.

2648. Byrd, Thomas S. An education program, through guidance, for youths in the Civilian conservation corps. Master's, 1940. Wyoming. 128 p. ms.

*2649. Clark, William Richard. Emergency education: a social study of the W. P. A. education project in Rhode Island. Doctor's, 1940. Catholic Univ. Washington, D. C., Catholic university of America press, 1940. 184 p.

Discusses 10 years of unemployment; unemployed teachers; adult education; literacy and citizenship education; workers' education; nursery schools; parent education; homemaking education; and education in leisure time activities. Concludes that the W. P. A. afforded educational opportunities for underprivileged persons in spite of financial distress; that many aliens enrolled in the literacy and citizenship classes in order to learn to read and write and to become naturalized citizens of the United States; and that the services performed by the teachers employed on the W. P. A. program helped thousands of Rhode Islanders out of the depths of the depression. Recommends that this program, or a similar program be continued.

2650. Cline, Harold G. A study of adult education for Monroe county and near-by communities. Master's, 1940. Ohio Univ. 104 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 9)

Finds a definite need for adult education; that a number of agencies for adult education have existed in the past and still exist in the area, but for the most part are sporadic and unrelated; and that facilities exist in the area for carrying out a well organized plan of adult education. Suggests the formation of vocational and informational night classes conducted by the high school teachers; the development of cultural and leisure time activities; and the teaching of civic education through a school administered forum

2651. Crawford, Will Clark. Purposes and personnel administration of adult education. Doctor's, 1940. Southern California.

Attempts to develop an acceptable statement of the major purposes for an effective program of public adult education. Surveys the practices and policies relating to the administration of teaching personnel in California's program for adult education.

2652. Cross, Lawrence W. Status of adult education in public schools. Master's, 1940. Iowa.

2653. Darby, Francis. A high school in a C. C. C. camp. Master's, 1940. Oregon.

2654. Dudit, C. Harold. A report of library research on the history, extent, and philosophy of adult education; and of a partial survey of the adult education agencies in Athens County. Master's, 1939. Ohio Univ. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1939: 16-17)

Presents the historical background of the adult education movement in the United States through a discussion of the lyceum, the chautauqua, women's clubs, and correspondence schools; and data on the majority of the organizations which are doing work in adult education in Athens County, Ohio.

2655. Edmondson, Everett Laufman. Some nation-wide educational problems of the Civilian conservation corps. Doctor's, 1940. Northwestern.

*2656. Fear, Richard Arthur. Why Connecticut CCC youth left school. Master's, 1940. Boston Univ. 62 p. ms.

Studies the reasons given by 991 CCC boys for leaving school, with special attention to factors of the school, the home background, and the innate capacity of each boy. Finds that many of the boys were from foreign-born families with a number of children, of low economic status; that the boys were largely from cities; that most of them had low IQ's; that they left school due to a maladjustment in the school situation; that most of them preferred manual training to academic subjects.

2657. Haley, Phyllis. Union organization as an agency for adult guidance. Doctor's, 1940. Stanford. (Abstract *in*: Stanford university. Abstracts of dissertations . . . : 214-15)

Shows that the labor union as an educative and guidance agency has met the needs of its members by supplementing its primary purpose of group action with accessory and equally important services providing a conditioning and integrating of the personality. Gives a brief historical survey of union guidance activities.

2658. Heye, Helene. A study of the effectiveness of selected auditory presentations at the adult age level. Doctor's, 1940. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 66)

Measures the effectiveness of four types of auditory presentations at the adult age level, using 220 adults as subjects. Finds no significant differences among the several methods of presentation; a slight difference in favor of the college educated groups in all subject matter fields; listeners liked one type of presentation as often as another and disliked one type of presentation as frequently as they did the others.

2659. Houle, Cyril Orvin. The coordination of public adult education at the state level. Doctor's, 1940. Chicago.

*2660. Jensen, Oren Clifford. The National youth administration student aid program in Kidder County. Master's, 1940. North Dakota. 99 p. ms.

Analyzes data on former NYA students as to their ages, size of families, cash income of families, nationality, occupation of the parents, expenditures for the program, the proportion of students who were on relief, and their school records. Compares the records of NYA students with those of non-NYA students. Finds that 84 percent of the NYA students were from relief families; that 18 percent of the former NYA students were unemployed and another 16 percent were still receiving NYA assistance either in high school or college; that 33 percent were attending college or had attended college or trade schools. Concludes that the concomitants of NYA work were worth while; that the students acquired useful skills, information, and worthy work habits while engaged in their NYA activity; and that in general the NYA students were as able as the non-NYA students.

2661. Jones, Gordon A. The teaching of illiterates in the Civilian conservation corps. Master's, 1939. Ariz. St. T. C., Tempe. 130 p. ms.

Concludes that the material available for the teaching of the adult illiterate enrolled in the camps is not satisfactory and is limited in usability.

2662. McGuire, Dennis. A study of adult education activities in Jackson County, Oregon. Master's, 1940. Oregon.

2663. Marousek, L. Richard. A survey of adult education facilities in Grand Rapids, Michigan. Master's, 1940. Iowa.

2664. Mathewson, Robert H. A technique for the appraisal of state evening school programs. Doctor's, 1940. Yale.

*2665. May, William D. The development of reading materials suitable for teaching adult illiterate CCC enrollees. Master's, 1940. Tennessee. 103 p. ms.

Covers the literacy training activities at a Civilian conservation corps camp in Jefferson City, Tenn., from January 1938 to July 1940. Finds that the ability of the illiterate group to interpret oral directions and work requirements was equal to or slightly better than that of an equal number of enrollees on the ninth grade level; that the ability of the illiterates to make group adjustments on the job was comparable to that of enrollees on higher grade levels; and that 15 illiterate enrollees who took forms A and B of the Metropolitan achievement tests for grades 1, 2, and 3, made a gain of 0.3 school year in reading ability during an average 6 months' study period.

2666. Miller, Delbert Charles. The morale of adults: an investigation of the psycho-social factors in the morale of 951 college trained adults. Doctor's, 1940. Minnesota.

2667. Miller, Glenn Wilson. The organization of farmers in evening school programs. Master's, 1939. Iowa State. 62 p. ms.

Studies the organization of evening school programs which have demonstrated their value as shown by large attendance, described by 75 selected vocational agriculture teachers in Iowa.

2668. Miller, John Marshall. A plan for the licensing and control of private correspondence schools. Master's, 1940. St. Coll. of Wash. 110 p. ms.

Suggests a program which would make possible the securing of authentic information concerning any correspondence school from the State department of education; which would eliminate the unlicensed school from operation in Oregon; which would license ethical and efficient schools; which would control and regulate correspondence schools operating in Oregon; which would curtail the operation of schools soliciting by mail and advertising; and which would improve the whole situation of study by correspondence in Oregon.

2669. Miller, Monterey. A history of adult education in Alabama. Master's, 1940. Alabama. 223 p. ms.

2670. Miller, Ruth Rick. Coeducational adult homemaking in Wisconsin city vocational schools. Master's, 1940. Colo. St. Coll. 91 p. ms.

Attempts to determine the growth of coeducational adult homemaking classes, and the attitudes and interests of educators and the community toward the subject.

*2671. Nelson, Everett J. History of education in the Sparta, Wisconsin, CCC district, 1935-38. Master's, 1939. Iowa. 69 p. ms.

Discusses the organization of the camps, the development of the educational program, functioning of the program, educational materials, cooperating agencies, accomplishments, and attainments.

2672. Osburn, Burl Neff. Adult education in handicrafts in the United States. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 249-55)

Attempts to determine whether or not handicrafts are of service in modern life; and the nature of the education in this field now being offered to adults. Describes the work of various organizations and agencies in the field of handicraft education. Finds that the services which are outstanding in the handicraft work are: the preservation of early arts, the promotion of health, and the effort to provide economic security.

2673. Petersen, Dorothy May. Implications for an adult education program based on the interests and activities of out-of-school young women in Ames, Iowa. Master's, 1940. Iowa State. 73 p. ms.

2674. Poppen, Catherine. A community self-survey for adult education and recreation in Otsego. Master's, 1940. Michigan.

2675. Poppenberg, J. H. A survey of the leisure time activities of adults in Greeley, Colorado. Master's, 1940. Colo. St. Coll. of Ed.

*2676 Purcell, John Francis. A proposed plan of adult education for the City of Scranton. Master's, 1940. Penn. State. 82 p. ms.

Gives a brief history of adult education, and facts pertinent to adult education in Pennsylvania. Outlines the purpose and scope of adult education, and describes various types of courses available to adults. Describes the ecology of Scranton, Pennsylvania. Discusses methods of financing, available facilities, status and functions of the teachers, curriculum, and administration of adult education.

2677. Ritchie, Harry E. Adult education in the Cleveland public schools. Doctor's, 1940. Western Reserve. 185 p. ms.

Discusses the objectives, student body, teachers, administration, finances, and curriculum of the Cleveland adult classes under the board of education. Offers suggestions for improving adult education.

2678. Rogers, Amos E. Evaluation of the adult education program under the Works progress administration in South Dakota for the year 1938: Fundamentals in adult learning for teachers of adults. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 102)

Discusses enrollments, preparation, and sponsorship. Compares teaching of adults with teaching of children.

2679. Scheidt, Ellen. A plan for adult homemaking for Riverton, Wyoming. Master's, 1939. Colo. St. Coll. 63 p. ms.

Studies the interests and leisure-time activities of adult women to discover the type of adult education program in homemaking which should be offered.

2680. Sebaly, A. A study of the characteristics and social attitudes of 100 youth enrolled in the National youth administration of Battle Creek. Master's, 1940. Michigan.

2681. Sinclair, Marguerite. A comparative study of the educational and economic status of 50 government-aided men and 50 employed men in Denton, Texas. Master's, 1940. North Texas St. T. C.

*2682. Thurman, Claude Harrison. The curricular and instructional program of the junior white Civilian conservation corps camps of the north and south Texas districts. Doctor's, 1940. Texas. 257 p. ms.

Attempts to determine the educational aims of the CCC program; the educational needs and vocational desires of the enrollees; the extent to which the program fulfils its own

aims and meets the needs of the enrollees. Appraises the curricular and instructional programs of the junior white CCC camps in these districts against the dominant aims of the CCC program. Attempts to determine to what extent the educational program has helped discharged enrollees to secure and hold jobs; to determine the authority of the camp advisers in formulating and introducing an educational program for their own camps; to find out how well qualified the advisers are to set up and direct an educational program suited to the needs of the enrollees. Recommends that wider latitude be given the educational personnel in determining the scope of the educational program and in the selection of the procedures for reaching the objectives of the program; an increased allotment of funds for securing more adequate teaching equipment and supplies, and better trained teachers; a closer relationship between the camps and the public schools and colleges.

*2683. Trites, Hinson L. Development of the educational program in the Civilian conservation corps. Master's, 1940. Iowa State. 40 p. ms.

Discusses the types of boys and men enrolled in the CCC and their educational backgrounds and mental abilities; the types of men occupying teaching positions in the camps, and the training and abilities of these men; the curriculum and opportunities offered the enrollees in the camp; and the types and sources of the literature in the field. Shows that the educational program has grown in six years from an idea to a program of vast proportions; and that everything that the boys do is based on a well conceived training program, aimed at making them better men, better employees, and better citizens.

2684. Williams, Sidney Algernon. The social and economic implications of education in the Civilian conservation corps. Master's, 1940. North Texas St. T. C.

2685. Wingate, Rosa. Reading ability of selected groups of adults. Master's, 1940. Catholic Univ. 48 p. ms.

Compares the reading ability of 287 adults, of whom 253 were men in the Civilian conservation corps and 34 were readers at public libraries. Compares the reading ability of the CCC men to their education; and the reading ability of the library readers to their occupations, as their reading and education were at the college level. Concludes that the median reading score of the CCC groups was on a level with the sixth grade, $2\frac{1}{2}$ years below their median education; and that the bilingual group were poorer readers below the fifth grade.

PARENT EDUCATION

†2686. Iowa. University. Researches in parent education 4. Iowa City, 1939. 181 p. (University of Iowa studies, new series, no. 381. Studies in child welfare, vol. 17)

Contents: 1. A revised method for the measurement of attitude, Ralph H. Ojemann, p. 7-18; 2. A study of the attitudes of college students in selected phases of child development, by Vera H. Brandon, p. 21-60; 3. The effect of certain factors in the home environment upon child behavior, by Eva I. Grant, p. 64-94; 4. The significance of a dynamic conception of knowledge, by Ralph H. Ojemann, p. 98-112; 5. An experimental study of the dynamic conception of knowledge in youth, by Ruth Musgrove, p. 115-28; 6. A study of the attitudes of parents of adolescents, by Anne Gabriel, p. 131-56; 7. A study of the knowledge and attitudes of parents of preschool children, by Louise C. Coast, p. 159-81.

TEACHER TRAINING

2687. Ault, J. W. Selection as a factor in teacher education. School and society, 52: 309-12, October 5, 1940. (San Diego State college)

Compares data relating to 766 graduates of liberal arts and teacher-education curricula for the five-year period, 1934-1939. Finds no great disparity in the quality of the students graduating from the two curricula; and that there was greater disparity within groups than between groups.

2688. Bartky, John. A teacher training program for underprivileged urban communities. Doctor's, 1940. Northwestern.

*2689. Benner, Gladys Vera. The preparation in the special sciences in institutions of higher learning of the teachers of general science in American public secondary schools. Doctor's, 1940. Pennsylvania. Philadelphia, University of Pennsylvania, 1940. 151 p.

2690. Bevill, Anna Mary. An evaluation of present practice in the education of school music teachers in Texas. Master's, 1940. North Texas St. T. C.

2691. Burke, Artie Eden. A study of integration of theory and practice in the preparation of secondary teachers. Doctor's, 1940. Indiana. 239 p. ms.

2692. Burkert, Virginia. The emphasis upon human relations in the professional program for elementary teachers at Ohio State university. Master's, 1940. Ohio State. 125 p. ms.

Gives a résumé of the laboratory experience curriculum, and evaluates the anecdotal records made by 62 senior students to ascertain if these students recognized the importance of fine human relations in real life situations. Concludes that all of the students realize the importance of human relations and that 50 percent of them attributed their insight into human relations to their professional courses or to the instructors of these courses.

*2693. Burnett, R. Will. The opinions of science teachers on some socially significant issues: a survey of teacher opinion and its implications for teacher education. Doctor's, 1940. Columbia. New York, 1940. 55 p.

Describes the development and revision of an opinionnaire administered to science teachers to determine their views on important issues in their personal, professional, and social life. Analyzes replies of 2,309 of the 8,589 teachers to whom opinionnaires were sent. Shows that in spite of the fact that most science teachers conceive their function to be that of facing the problems and interests of young people and society and bringing their abilities to bear on these problems and interests, many of them avoid controversial areas in their teaching. Concludes that the training of the science teacher should fit him for his function in American society.

2694. Cameron, Donald C. A plan for training trade and industrial teachers in Nevada. Master's, 1940. Colo. St. Coll. 122 p. ms.

Studies the current situation in Nevada, and recommends added local supervision of in-service training.

2695. Casey, Samuel J. Analytical study of the mathematics teachers preparation to teach mathematics in Alabama. Master's, 1940. Ala. Poly. Inst. 46 p. ms.

2696. Claiborne, Montraville I. An introduction to the study of developing desirable personality traits in teachers. Master's, 1940. Michigan.

*2697. Colson, Edna Meade. An analysis of specific references to Negroes in selected curricula for the education of teachers. Doctor's, 1939. T. C. Col. Univ. New York, Teachers college, Columbia university, 1940. 178 p. (Contributions to education, no. 822).

Reviews recent studies of Negro-white relations and summarizes curriculum theory referring to the solution of social problems. Shows that elementary school courses of study refer to Negroes in Africa and in America; that Negro colleges stress Negro art, music, and literature to a greater extent than do the white colleges. Recommends that all teacher-training institutions make specific curriculum provision for the study of the problems caused by the presence of Negroes in the United States; that provisions for developing adequate concepts of race be provided in units of work in anthropology, ethnology, and social psychology; that the subject matter of Negro art, music, and literature be included in the teacher-training curricula as an aid to developing attitudes necessary to democracy; that the social studies curricula be organized to include facts about Negroes which bear on the current problems of the community and the Nation.

2698. Cox, George William. The status of teacher training in Virginia. Master's, 1940. Virginia. 334 p. ms.

*2699. Cunningham, Harry Allen. Material facilities needed in the training of intermediate grade teachers in science. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 162 p. (Contributions to education, no. 812)

*2700. Glover, Thomas Harold. Development of the biological sciences in teachers college of the Middle West. Doctor's, 1940. Peabody. Nashville,

George Peabody college for teachers, 1940. 13 p. (Abstract of Contribution to education, no. 273)

Traces the development of the biological sciences in the teachers colleges of Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Nebraska, Kansas, and Missouri; the development of course content; and the methods of teaching these courses in nine selected teachers colleges.

2701. Harding, Bob William. Analytical study of the preparation of teachers of occupations in Alabama in 1939-40. Master's, 1940. Ala. Poly. Inst.

2702. Hewlis, Beth Wilson. Contributions of a music specialist to the general education of elementary teachers. Master's, 1940. Ohio State. 110 p. ms.

Concludes that music has a function and a place in the education of elementary teachers over and above the usual required music courses for teachers specializing in elementary education; that opportunities for observation in the demonstration school is valuable in illustrating how music functions in a modern integrated school program and in the life of children; that teachers who participated in informal group music activities experienced feelings of success and satisfaction from their personal achievements, lost some of their inhibitions and gained feelings of self-confidence.

2703. Huntington, Harold Allen. Industrial vocational teacher education. Doctor's, 1940. Ohio State. 250 p. ms.

Concerns practices used throughout the nation and makes suggestions for improving teacher education programs in trade and industrial education.

2704. Hutton, Elliott Charles. A suggested plan of evaluation for departments of industrial arts teacher education. Master's, 1939. Oregon St. 115 p. ms.

2705. Johnson, Preston C. The legal status of teacher education. Doctor's, 1939. Temple. 287 p. ms.

2706. Karnes, Huston Thurman. Professional preparation of teachers of secondary mathematics. Doctor's, 1940. Peabody. 272 p. ms.

Studies the status and needed preparation of teachers of mathematics in junior and senior high school and in junior college. Offers programs for the bachelor's, master's, and doctor's degrees for persons planning to teach secondary mathematics.

2707. Kerbow, Alva Lee. The education of elementary school teachers in Houston, Texas, as revealed by collegiate transcripts. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

2708. ——— The education of senior high school teachers in Houston, Texas, as revealed by collegiate transcripts. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

2709. Knox, Melburn Coe. Occupational experiences of men qualified at Iowa State college since 1923 to teach vocational agriculture. Master's, 1939. Iowa State. 82 p. ms.

Analyzes data relative to the number graduating since 1923, occupations in which they engaged, their experience, and salaries. Compares salaries of those teaching vocational agriculture and those qualified to teach in other educational fields.

2710. Lambert, James Howard. An analysis of some factors which are significant in the training and experience of teachers of shop subjects in vocational industrial education. Master's, 1940. Cornell. 234 p. ms.

Analyzes the background of approximately 800 shop teachers in vocational industrial schools in New York State, the ratings of these teachers by their principals; and studies the relationships between background and effectiveness as shop teachers.

2711. Lanning, R. H. Teacher education programs and the preparation and teaching positions of industrial education teachers in Illinois. Doctor's, 1939.

Penn. State. (Abstract in: Pennsylvania State college. Studies in education, no. 22: 37-38)

Finds that most of the industrial education teachers received their education in Illinois or the bordering States; that most of them had baccalaureate degrees and one-fourth of them had advanced degrees; that they had little industrial vocational experience before beginning to teach; that in smaller high schools the teachers also coach or teach academic subjects; and that other duties of industrial teachers include clerical activities, guidance, and the conduct of home rooms or study halls.

2712. Lui, Kam Pun. The significant development of teachers' training in the United States. Master's, 1940. Stanford.

*2713. McAfee, Florence. A curriculum for the preparation of the general elementary teacher in relation to physical education. Doctor's, 1939. New York. 404 p. ms.

Discusses leisure in American culture; general trends in elementary education and in teacher education; philosophy of physical education; preparation of the general elementary teacher in relation to physical education; curriculum development; and applies the curriculum to the Eastern Illinois State teachers college, stressing the needs of the students, objectives and physical education activities, curriculum, and testing program.

2714. Murray, Clarence Leroy. Some underlying principles of elementary teacher education. Doctor's, 1940. Indiana. 184 p. ms.

*2715. Nash, William Gill. The training and placement of beginning teachers in the public schools of Kentucky for the school years 1935-36 through 1939-40. Doctor's, 1940. Kentucky. Lexington, University of Kentucky, 1940. (Commonwealth of Kentucky. Educational bulletin, vol. 8: 727-811)

Concludes that most of the teachers received their training in Kentucky colleges; that the teacher-training institutions have not used effective teacher guidance programs; that many more persons are being prepared as teachers than there are teaching positions available; and that the teacher-training institutions do not have uniform standards of selective admission to their programs. Offers suggestions for improving the training and placement of beginning teachers.

2716. Parke, Mary Boynton. University preparation for teaching young children. Master's, 1940. Buffalo.

2717. Phillips, Irma Adelle. The development of criteria for evaluating education methods courses in North Texas State teachers college from 1920 to 1940. Master's, 1940. North Texas St. T. C.

2718. Piersol, Alice Frances. Analysis of commercial teacher-training curricula in public and private institutions in Illinois. Master's, 1940. Indiana. 72 p. ms.

2719. Pittard, James B. A study of social studies teachers' preparation to teach social studies in Alabama in 1939-40. Master's, 1940. Ala. Poly. Inst. 55 p. ms.

2720. Polton, Russell C. Studies in content preparation of teachers in small Iowa high schools. 1. Master's, 1940. Iowa.

2721. Porter, Mary Roseamonde. The development of professional insight and judgment in teachers. Doctor's, 1940. Ohio State.

2722. Prakken, Richard L. Opinions of students as to the motives that impelled them to choose teaching as their professions. Master's, 1940. Michigan.

*2723. Ray, Annie Belle. College experiences recommended for the training of elementary teachers. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 11 p. (Abstract of Contribution to education, no. 258)

Analyzes the writings of specialists in the field of teacher training to determine the training conditions recommended for elementary teachers, and the college experiences recommended for them.

2724. Reeder, Ralph R. An analysis of the attitude of 256 Minnesota administrators and supervisors on problems and issues in the education of secondary teachers. Master's, 1940. Minnesota. 125 p. ms.

Analyzes 256 returns to a questionnaire sent to 505 secondary schools in Minnesota. Concludes that teacher-training institutions should give more attention to the selection of students for training; that certification practices need to be examined and perhaps revised, so that increasing length of training will provide thorough preparation in all essential aspects of teaching in the high schools of today; and that practice teaching requirements should be extended and internship teaching be a conditioning factor prior to full teaching responsibility.

2725 Richards, R. Heber. The laboratory concept in the professional education of elementary teachers. Doctor's, 1940. Ohio State. 402 p. ms.

Finds that teacher education is still based upon a mechanistic concept of learning rather than on the organismic concept; and that teacher-training institutions must move rapidly to reduce the lag now existing between forward looking theory and present practices in teacher education. Determines the hypothetical functions of a modern teacher and proposes a professional program designed to more adequately prepare teachers for democracy's schools.

2726. Rogers, Elizabeth Stobie. The preparation of elementary school teachers as seen by writers in *Educational administration and supervision*, from 1930 to 1940. Master's, 1940. St. Louis. 33 p. ms.

2727. Rudy, Madeline Ruth. Science education for elementary teachers in Texas teach-training institutions, 1939-40. Master's, 1940. Texas.

*2728. Schneider, Nathaniel O. Teacher preparation for safety education. Doctor's, 1940. New York. 382 p. ms.

Finds a need for better trained and broadly qualified teachers in safety education in order to meet the problem of accident incidence among school children; few States have mandatory requirements for the training of teachers in this area of instruction; additional courses of study are not the answer for better instruction or better qualified teachers; and teacher-training institutions have done little to develop all-round safety education programs.

2729. Shields, Edward S. A study of opportunity for and preparation for teacher-secretaries in South Dakota. Master's, 1940. Iowa.

2730. Small, George. An evaluation of music education courses. Master's, 1940. Jordan Conservatory. 78 p. ms.

Evaluates music training and other activities in the secondary school to determine the training which will contribute to the future success of music students in courses leading toward public school music teaching. Concludes that music teachers feel that colleges and universities should provide graduate instruction planned to meet the individual needs of teachers in service; that requirements of high school proficiency in applied music should be lowered in favor of training in voice and instruments which will aid teachers in training high school pupils in playing the band and orchestra instruments; and that a central agency should be established to supply information about new teaching materials and problems, and to assist teachers to better positions.

2731. Stoner, William David. Industrial arts teacher education in Ohio. Doctor's, 1940. Ohio State. 164 p. ms.

2732. Sundet, Stanley Alto. Undergraduate training in technical agriculture received by instructors of vocational agriculture in North Dakota. Master's, 1939. Iowa State. 104 p. ms.

Finds that there are certain abilities which these vocational agriculture instructors should teach which were inadequately covered in their in-training instruction in technical agriculture.

2733. Sutherland, S. S., and McMahon, B. J. The pre-service training of teachers of vocational agriculture in California. San Luis Obispo, California polytechnic school, 1940. 21 p. ms.

Describes undergraduate training, which is devoted almost entirely to technical agriculture, at the University of California, and at California polytechnic school; and the selection of

trainees for the fifth or cadet year with a description of their training in the cadet year. Offers suggestions for improving the training program.

2734. Trout, Benton Reeves. Industrial arts teacher education in California: its development and present requirements. Master's, 1940. Oregon St. Coll. 60 p. ms.

2735. Villeré, Leolia Allan. Trends in the education of teachers of high school English in certain State universities. Master's, 1939. Louisiana State. (Abstract in: Louisiana State University. Bulletin, vol. 32 N. S.: 155)

Traces developments in the training of high school English teachers in the past two decades as shown by the catalogs of State universities in all sections of the country. Indicates that changes have taken place in the education of prospective English teachers; that the major changes in most instances, assume definite trends, indicative of future policy; and that the basic needs of prospective teachers are being increasingly considered, although practice does not include numerous features widely advocated by experts in the field.

2736. Weekly, Harry E. The professional and subject matter preparation of new and inexperienced Nebraska high school teachers. Master's, 1940. Nebraska. 55 p. ms.

Describes the present status of new and inexperienced teachers in accredited high schools, stressing their professional and subject matter preparation in the light of their 1939-40 teaching assignments.

2737. Wentz, Joyce Ellen. Musical training of elementary school teachers in service. Master's, 1939. Kansas. 70 p. ms.

NORMAL SCHOOLS AND TEACHERS COLLEGES

2738. Boyles, David H. A study of the teacher placement bureau of the University of New Mexico from 1929 to 1938. Master's, 1940. New Mexico. 84 p. ms.

2739. Bunte, Mary L. The granting of a non-teaching bachelor's degree at the Arizona State teachers college at Tempe. Master's, 1940. Ariz. St. T. C., Tempe. 147 p. ms.

Concludes that the curriculum includes sufficient general education courses to warrant the non-teaching bachelor's degree without additional cost; that 41 of 163 teachers colleges answering questionnaires offer both teaching and non-teaching bachelor's degrees; that approximately 65.8 percent of the student body answering a questionnaire did not aspire to teaching when they entered college but were unable to enter other colleges due to economic conditions and distances. Recommends that the college be authorized to grant a non-teaching bachelor's degree to care for such students rather than to force uninterested people into the teaching profession.

2740. Cole, Tillie I. A study of the 1938-39 freshman class of Indiana State teachers college with relation to psychological rating, scholarship index, and personality traits. Master's, 1939. Ind. St. T. C. 54 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 147-48, July 1940)

Studies the psychological rating and scholarship index of 192 men and 185 women of the freshman class. Finds that the women students rank higher than the men students in psychological rating and in scholarship; and that there is a need for personality testing among students. Indicates that there is no apparent correlation between intelligence and personality, or between scholarship and personality.

2741. Cullin, Florence. An analysis and evaluation of certain required advanced education courses for elementary teachers in the North Texas State teachers college. Master's, 1939. Minnesota.

2742. Finger, Marie M. A study of freshman women in a teachers college. Doctor's, 1940. Northwestern.

2743. Fitzpatrick, Edward J. The rural normal school as a factor in training rural school teachers. Master's, 1940. Colo. St. Coll. 74 p. ms.

Studies the rural normal schools of Wisconsin.

*2744. Gammage, Grady. A survey of the Arizona State teachers college at Tempe, Arizona. Doctor's, 1940. New York. 514 p. ms.

Discusses the historical background of the college, its faculty, students, administration, library, finances, plant, and educational program.

2745. Hays, Margaret Parx. The vocational aspirations of seniors in the Northern State teachers college. Master's, 1940. Michigan.

2746 Hill, Garnet Isal. Growth and needs of Kansas high school normal training. Master's, 1939. Kans. St. Coll. 59 p. ms.

2747. Johnson, Ira Hugo. Industrial education in Minnesota State teachers colleges. Master's, 1940. Iowa State. 54 p. ms.

2748. McGraw, William J. Comparison of the relative efficiency of two courses in elementary chemistry at New York State college for teachers in preparing for advanced chemistry. Master's, 1940. N. Y. St. Coll. for Teach.

*2749. Mason, Carleton D. Adaptations of instruction to individual differences in the preparation of teachers in normal schools and teachers colleges. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 279 p. (Contributions to education, no. 793)

Attempts to determine the extent to which teachers colleges have adapted their instruction to the individual differences of their students, and compares them with innovations made by some of the liberal arts colleges; to determine to what extent instructors in teachers colleges use the methods which they advocate; to discover administrative and instructional difficulties encountered in the effective practice of the 25 specific teaching techniques studied; and to secure an evaluation by the students of the individual techniques experienced. Indicates that in teachers colleges the adaptations of the techniques studied are used more for remedial purposes than for liberating the superior student and encouraging him to work to capacity. Concludes that techniques reported by the teachers colleges make heavy demands on the time of the instructor and tend to increase the cost of instruction. Shows that students report that lack of room, lack of laboratory equipment, and instructional material, and scarcity of library facilities restrict the use of these adaptations.

2750. Sanders, Agnes Ruth. An analysis and evaluation of the elementary science curricula in the State universities and leading teachers colleges in the United States. Master's, 1940. North Texas St. T. C.

†2751. Schleier, Louis M. and Ayre, H. Glenn. Internal survey at the Western Illinois State teachers college. Macomb, Western Illinois State teachers college, 1939. 23 p. (Quarterly, vol. 9, no. 3)

Discusses the psychological examination; the English examination; the elementary examination; scholastic rating of Western students; and scholastic standing of Western graduates.

2752. Slack, Mary Helen. A study of the county scholarship students in Indiana State teachers college. Master's, 1940. Ind. St. T. C. 51 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 155, July 1940)

Attempts to determine the number of county scholarships awarded each year from 1935-39, the counties from which scholarship students have come, their relative achievement in intelligence and scholarship, their curriculum and extracurricular interests. Finds that there were 361 scholarships held by 176 different persons in the four-year period; that the maximum number of scholarships was awarded to four counties while no scholarships were awarded in 23 counties; that the differences between men and women scholarship holders were insignificant in intelligence and scholarship.

*2753. Sprague, Harry A. A decade of progress in the preparation of secondary school teachers: a study of curriculum requirements in 55 State teachers

colleges in 1928 and 1938. Doctor's, 1940. T C., Col. Univ. New York, Teachers college, Columbia university, 1940. 170 p. (Contributions to education, no. 794)

Attempts to determine the courses in the fields of background, education, and specialization that teachers colleges have designated as necessary for the preparation of secondary school teachers; to determine the major changes in the curriculum requirements for the preparation of secondary school teachers; and to note general trends in teacher training as shown by a study of 55 State teachers colleges having four or five year curricula for the preparation of secondary school teachers. Shows a lack of agreement on nomenclature and essential courses; a wish on the part of teachers colleges to provide a richer cultural background for prospective teachers and more adequate scholarship in teaching fields; a trend away from courses emphasizing teaching skills and routine in management; and a trend toward courses emphasizing "points of view" or "interpretative background"

2754. Stotz, Milton W. Present practice in admitting students by transfer in 51 teachers colleges. Master's, 1940. Michigan.

2755. Stryker, Mable Kane. A history of the Kansas State teachers college, Pittsburg, Kansas, 1903-1939. Master's, 1939. Stanford.

2756. Willits, Russell W. A comparative study of the major course selections of the graduating classes of the Kansas State teachers college of Emporia for the years 1936 to 1939. Master's, 1940. Kans. St. T. C., Emporia. 45 p. ms.

2757. Yeager, Edwin. A study of the graduates of Indiana State teachers college with reference to occupational tendencies. Master's, 1939. Ind. St. T. C. 101 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 151, July 1940)

Concludes that a greater percentage of men than of women entered teaching immediately after graduation, and the percentage of unemployed was greater among women than among men; that of the graduates engaged in the teaching profession in 1939, the tendency was for a greater percentage of men to enter administrative work than of women; that the percentage who continued their training to earn advanced degrees was greater for the men than for the women.

PRACTICE TEACHING

2758. Allen, Florence P. Evaluating student teacher progress. Master's, 1940. Colo. St. Coll. of Ed.

2759. Ballard, Carmen. A study of supervised student-teaching in home economics at Oregon State college. Master's, 1940. Oregon St. Coll. 107 p. ms.

2760. Burns, Elizabeth. An analysis of student teaching in the elementary teacher education program of the university system of Georgia. Master's, 1940. Georgia.

Finds a lack of uniformity in the different units; and experience along instructional lines adequate.

2761. Carrington, John Wesley. The functions of laboratory schools in teacher education. Doctor's, 1940. Northwestern.

2762. Copeland, Francis M. A survey of the organization and administration of student-teaching in the private colleges of Kansas. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 30)

Finds that 6 of the 11 private colleges in Kansas operate under written contracts with their cooperating high schools, while the other 5 operate under verbal agreements; that regularly employed teachers of the cooperating high schools serve as supervising teachers, directing the work of student teachers in high school classes, and receiving payment from the colleges for this service; that college seniors who have had two or more courses in education are admitted to student teaching if approved by the director of student teaching and the high school administrator; that these students spend 90 clock hours in observation, in participation, and in actual teaching in high school classes. Shows the need for improvement in

contracts providing for student teaching; that standards for supervising teachers should be raised; and that closer supervision and control should be exercised in the cooperative training school.

*2763. **Fristoe, Dewey Franklin.** A study of the facilities and practices of the off-campus rural elementary laboratory schools of the State teachers colleges of Illinois. Doctor's, 1940. New York. 168 p. ms.

Finds that each of the five State teachers colleges is conducting a program of student teaching in off-campus rural elementary laboratory schools; that the number of schools operated by each teachers college is from two to six, but the facilities are not sufficient to give this type of training to all rural teachers; that at each teachers college the off-campus rural elementary laboratory schools are included in the general administrative organization responsible for all student teaching; that the training and experience of the supervising teachers is varied. Analyzes replies of 105 persons completing their first year of teaching, to a questionnaire on the value of the student teaching course. Finds that 95 percent of them feel that the course was good training, but could be improved, and that they did not have enough experience in doing all of the teaching in a room.

*2764. **Guiot, Germaine G.** Supervising student teaching in physical education. Doctor's, 1940. New York. 143 p. ms.

2765. **Jones, Howard R.** Internship in teacher education. Doctor's, 1940. Yale.

2766. **Larsen, Arthur Hoff.** Administrative control of State teachers college campus secondary schools. Doctor's, 1940. Wisconsin.

2767. **McCullom, Ivan Newton.** The influence of philosophies of education on supervisors' judgment of student teachers. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

2768. **Martin, Doris Marie.** A history of the North Texas State teachers college demonstration school. Master's, 1940. North Texas St. T. C.

*2769. **Matthews, Anna H.** A diagnosis of the laboratory school problems of prospective teachers as a basis for improving directed teaching, with special reference to the State teachers college at Salisbury, Md. Doctor's, 1940. New York. 250 p. ms.

Concludes that the program of directed teaching is not functioning effectively due to: insufficient definiteness in determining the content of student teaching and in allocating specific objectives to the different levels of directed teaching; insufficient guidance of prospective teachers by the training teachers and supervisors; inadequate interrelationship of the professionalized subject matter and psychology courses with the work of the prospective teachers in the laboratory school; and insufficient attention to the development of each prospective teacher in the light of his needs, experiences, and ability.

2770. **Nelson, Bertha Green.** A description and evaluation of the Louisiana State university demonstration program in elementary education in the summer of 1938. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 143-44)

Concludes that the demonstration program offered practical help to the teachers who participated in it; that the teachers felt that further demonstration programs would be of benefit; and that they had grown professionally as the result of the program.

2771. **Oppelt, J. L.** A survey of student teaching facilities and practices in Ohio colleges and universities. Doctor's, 1940. Ohio State. 401 p. ms.

Concludes that there is a lack of uniform programs; that many undesirable relationships exist, especially between the staffs of cooperating schools and colleges; that college staff supervisors of student teaching are, in general, well prepared but the effectiveness of the supervision is open to serious question in many cases due to excessive supervisory load; that supervising critic teachers are, in the main, designated from regular faculties and are not specially trained for supervision. Recommends the employment of a state coordinator of teacher education, regulation of supervisory load, special certification of critics, adjustment in college schedules of student teachers and extension of duration and scope of student teaching experience.

*2772. Palm, Reuben R. A study of types of curriculum organization and administration of curriculum development programs in laboratory schools of State teachers colleges. Doctor's, 1940. Stanford. 278 p. ms.

Discusses the role of the laboratory school, and of its curriculum; cooperation of laboratory schools with groups engaged in curriculum development; curriculum development in laboratory schools; curriculum practices of schools included in field visitation. Shows that the almost universal use of laboratory schools for student teaching purposes precludes their use for directed observation, demonstration, and experimentation, all of which, functions are indispensable for the most effective preparation of future teachers; that more than one-third of the laboratory schools make little or no use of the course of study. Describes services rendered by laboratory schools to teachers in the field; the use of these schools for groups engaged in curriculum development; and curriculum laboratory facilities. Offers suggestions for curriculum development in laboratory schools.

2773. Ruley, Virginia G. A study of students' and supervising critics' reactions to certain professional courses in Ohio university. Master's, 1940. Ohio Univ. 112 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' thesis . . . 1940: 45).

Recommends that conferences which are part of the observation or student teaching program be definitely scheduled by the administration; that a course in adolescent psychology be required for prospective teachers; and that a continuing committee engaged in teacher education be appointed.

2774. Weyand, J. O. The significance of student teaching as determined by administrative ratings. Master's, 1940. Nebraska. 56 p. ms.

Attempts to determine the relationship between student teaching and teaching success, by analyzing reports of 153 teachers as to the value of student teaching while at the University of Nebraska; and analyzing teacher rating sheets on 436 teachers whose credentials were on file at the University department of educational service. Indicates that the majority of progressive educators believed in some form of student teaching preceding full-time teaching experience; that only one teacher of 153 reporting considered student teaching valueless; and that superintendents want teachers who have had student teaching but are not concerned as to where teachers received their academic training.

2775. Wilson, Marie Rayness. The relationship between college life and successful student teaching in homemaking in Colorado. Master's, 1940. Colo. St. Coll. 76 p. ms.

Finds significant relationships between student teaching marks and scholastic averages, and participation in honorary extracurricular activities. Concludes that a thorough knowledge of subject matter, as shown by scholastic rating, is the most reliable indicator of future success in student teaching.

TEACHER TRAINING IN SERVICE

2776. Hensarling, Paul Reginald. An evaluation of a cooperative community survey as a training in service for teachers. Master's, 1940. North Texas St. T. C.

2777. Jackman, Willard Carrol. A program of individual in-service education of teachers for small schools. Doctor's, 1940. Nebraska.

2778. Smith, Herbert B. Institutional in-service training for teachers in Kentucky. Doctor's, 1940. Cincinnati. 252 p. ms.

Surveys in-service training provided for teachers in Kentucky by approved training institutions within Kentucky, and by those institutions in neighboring States which regularly participate in the program. Recommends an improved coordinated program of in-service training for teachers in Kentucky.

TEACHERS—STATUS

2779. Addleman, Andrew Nelson. An analysis and interpretation of the teacher's relation to certain factors affecting the education of the child. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 7-17)

Deals with the teacher's social philosophy; the current recitation system; the administrator-teacher relationship; the course of study; sources of science in education; and the teacher and community. Offers suggestions for making the child's education and the wider community life one process rather than representing discrete processes as at present.

2780. Adsit, John R. A study of the training, experience, teaching load, and subject combinations of teachers in the small high schools of Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 44)

Studies the training and status of 484 teachers in 162 white three, four and five teacher high schools. Finds that practically all of the teachers had the bachelor's degree; that 8.3 percent had the master's degree; that nearly half of the teachers had less than four years teaching experience; that the teaching load was not excessive and most of them taught two subjects; that subject combinations were varied and showed no tendency toward any uniformity of assignment.

2781. Anderson, John Robert. A survey of the social experiences and skills of elementary teachers in certain counties in southwest Virginia. Master's, 1940. Virginia. 98 p. ms.

2782. Armstrong, Fred Eugene. Characteristics of teachers of vocational agriculture: a study to facilitate a more careful selection of candidates for teacher training in agriculture. Doctor's, 1940. Penn State.

*2783. Barton, Charles Edwin. An investigation of teacher load and teacher participation in outside activities of the white Washington junior high school teachers. Master's, 1940. George Washington. 56 p. ms.

Attempts to determine the teaching load of the white junior high school teachers, and the extent of their participation in professional, civic, religious, social, and educational organizations. Finds that the average teacher's load of the white junior high schools in Washington, D. C., is considerably below the average for the country at large; that the teachers do not participate extensively in civic organizations; that the teachers tend to join organizations rather than take an active part in them; that less than half of the teachers engage actively in church work; that they were well represented in social organizations; that many teachers were pursuing some type of organized study.

2784. Bedell, Ralph. The science interests of successful elementary teachers. Science education, 24: 1-7, April 1940. (University of Nebraska)

Analyzes replies of 273 teachers on the Strong vocational interest blank for women. Indicates that the areas of science likes are: nature study, geography, biology, homemaking, and arithmetic; and the areas of science dislikes are: engineering, health, physics, chemistry, geology, advanced mathematics, and science research activities. Concludes that these teachers show fewer likes for science than do women in general.

2785. Bingen, William J. Differential characteristics of Nebraska public school teachers. Master's. 1940. Nebraska. 43 p. ms.

Studies the training, teaching experience, and other characteristics of 975 teachers in rural, elementary, and secondary schools of central and western Nebraska in 1939-40.

2786. Boyd, Francis Woodrow. Extracurricular duties of teachers in Kansas schools in the North central association with enrollments of 200 to 250. Master's, 1939. Kans. St. Coll. 74 p. ms.

2787. Brewster, Mary Alta. Needs of the Oklahoma rural teacher that are not met in pre-service training. Master's, 1940. Okla. A. & M. Coll.

Finds that the 234 rural teachers interviewed feel the need for: observation and practice teaching in a rural situation; special primary training to meet their needs; more practical

rural school management courses; units adapted to use in one teacher schools; and faculty members with an interest in, and an understanding of the problems of the rural teacher.

2788. Bridges, Mary Elsie. A comparative study of the daily programs of primary teachers for the 1932-33 and the 1937-38 school sessions. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32; N. S.: 124-25)

Analyzes data on questionnaires filled out by 276 primary teachers of 50 Louisiana school systems. Shows that the daily programs of the majority of these teachers changed from relatively rigid programs in 1932-33 to more flexible programs in 1937-38. Gives reasons for changes in the type of program.

2789. Brown, J. E. The relationship of personality traits and vocational interest to success in teaching vocational agriculture. Master's, 1940. Va. Poly. Inst. 88 p. ms.

Describes an experiment in which Bernreuter's personality inventory, and Strong's vocational interest test for men were administered to 109 teachers of vocational agriculture. Finds that experience has a greater influence on success in teaching agriculture than any other factor studied.

2790. Burns, Richard W. The extent to which 66 metropolitan high school teachers participate in community activities. Master's, 1940. Michigan.

2791. Chambers, Harold S. The growth of conscience in the teaching profession. Master's, 1940. Michigan.

2792. Clicquenois, George. A survey of the duties and problems of English department heads in city schools of New York State ranging in population from 10,000 to 25,000. Master's, 1940. N. Y. St. Coll. for Teach.

2793. Collingwood, Marian H. The influence of professional relations on an elementary teachers' adjustment to a new situation. Master's, 1940. Ohio State. 68 p. ms.

Finds that mental health plays an important part in teaching efficiency; and that teacher relationships affect mental health.

2794. Cormier, Ulysee. The evaluation of some of the influences which may relate to success in teaching vocational agriculture. Master's, 1940. Va. Poly. Inst. 62 p. ms.

Studies 22 personality traits of 216 teachers of vocational agriculture, and correlates them with the rating of the departments in which they taught. Finds that the personality traits which ranked highest in their influence on success in teaching were: belief in the profession, promptness, vision, enthusiasm, sense of humor, and industriousness.

2795. DeBlieux, John C. A follow-up study of the commercial graduates of the Louisiana State normal college. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 127-28)

Attempts to determine the nature and duties of the initial and the present occupations of 166 graduates of the commercial department from 1932 to 1939. Finds a marked similarity in the duties performed, the subjects taught, and the salaries received by both men and women graduates in their respective fields.

2796. Deischer, Mildred Esther. Practices of Iowa vocational home economics teachers in relation to home visits. Master's, 1940. Iowa State. 149 p. ms.

2797. Dunn, Claire C. The teaching responsibilities of men physical education teachers in the public high schools of Ohio, including county, exempted village, and city districts. Master's, 1940. Ohio Univ. 68 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 17)

Shows that 56 of the 1,078 schools studied do not have a physical education program; that 101 of the 1,108 men studied are teaching physical education with no training; that 182 men are teaching both boys' and girls' physical education classes; and that 17 men are teach-

ing the subject who have no degree; that the most usual combination for men physical education teachers is a combination of two or three subjects in addition to physical education. Indicates that students expecting to teach physical education should take training in the subjects most frequently called for in combination with physical education.

2798. Edgerton, Robert E. An activity analysis of the duties and practices of a select group of teachers of physical education in grades 6-12. Master's, 1940. Mich. St. Coll. 78 p. ms.

2799. Elms, Arkie. Dissemination of teachers' codes of ethics. Master's, 1940. North Texas St. T. C.

2800. Fenn, William Marvin. A personnel study of the men physical education directors in a selected group of independent white senior high schools of Texas. Master's, 1940. North Texas St. T. C.

2801. Fife, John G. Status of industrial arts teachers in Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 191)

Analyzes 37 replies to a questionnaire sent to 52 industrial arts teachers, as to the training, experience, and salaries of these teachers.

2802. Fitzgerald, Lillian Sparnon. The qualifications of the home economics teachers in the public schools of Ohio during the school year 1938-39. Master's, 1939. Ohio Univ. 36 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 21)

Analyzes the qualifications of 1,495 home economics teachers in the public schools of Ohio during 1938-39 to determine certification, degrees, adequacy of preparation for subjects taught, subjects taught and number of combinations of subjects taught, preparation for teaching various subjects, tenure, experience, and salary of the home economics teachers. Concludes that home economics teachers in Ohio were less well qualified than teachers in other states in adequacy of home economics subject matter, and that the Ohio teachers compared favorably with teachers in other states in other qualifications.

2803. Gaskill, Riley. Professional ethics for classroom teachers. Master's, 1940. Ohio State. 173 p. ms.

2804. Giddings, Paul. A study of position improvement among teachers. Master's, 1939. Oregon St. 59 p. ms.

2805. Gould, Arthur. The mental and physical health of teachers, with special reference to Los Angeles. Doctor's, 1940. Southern California.

Finds that teacher absence and teacher personality maladjustments present serious administrative problems; and that conditions of work, heavy teaching load, and varied extracurricular activities have been conducive to the development of emotional problems.

2806. Gregory, Lyman Early. A personnel study of head football coaches in the AA high schools of Texas. Master's, 1940. North Texas St. T. C.

2807. Gustke, Clarence R. Teaching combinations of men physical education teachers in junior and senior high schools of West Virginia. Master's, 1940. Ohio Univ. 83 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 24)

Finds that 70 different subjects were listed by the 328 men physical education teachers as being taught in the junior and senior high schools; that 161 teachers had a teaching major or minor in physical education and 155 were certified to teach the subject; and that 87 teachers who had majored or minored in physical education were teaching subjects other than physical education.

2808. Hager, Nelson. Problems of beginning school shop instructions. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 192-93)

Indicates that trade instructors had the greatest number of problems; that industrial arts instructors with trade experience had the least; and industrial arts instructors without trade experience ranked second.

2809. Hollingsworth, Sata Welsh. An investigation of the diversity of school subjects taught by teachers of mathematics in the Louisiana high schools. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 196-97)

Concludes that the majority of high school students do not receive instruction from teachers who have specialized in the study of mathematics.

2810. Jefferies, Arch H. The status of the teacher of industrial arts in Kansas. Master's, 1940. Colo. St. Coll. of Ed.

2811. Jennings, Maiden Belt. The stability of the teaching profession in Wythe County. Master's, 1940. Virginia. 94 p. ms.

2812. Kennard, William G. The physical health status of teachers in 10 Cleveland secondary schools as revealed by a questionnaire study. Master's, 1939. Ohio Univ. 60 p. ms. (Abstract *in*: Ohio university. Abstracts of master's theses . . . 1939: 39)

Finds no relationship between the health status of the teacher and the amount of absence. Recommends the promotion of a health program for teachers.

2813. Kerbow, Alva Lee. The activities and attitudes of Houston public school teachers. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

2814. Kerby, Muriel. An investigation of the desirable teaching personality according to student opinion. Master's, 1940. Ariz. St. T. C., Tempe. 125 p. ms.

Describes the personality traits of the best liked and least liked teachers as given by students; finds that 54 percent of the students felt that their best liked teacher was their best teacher; finds that 46 percent of the students chose as their best teacher someone who was stricter about their work than their best liked teacher. Concludes that the importance of various teacher characteristics varied with different age groups and with different ability groups.

2815. Leach, James M. Status of physics teaching in Pennsylvania high schools. Master's, 1940. Duke. 151 p. ms.

Presents results of a questionnaire submitted to 363 high school teachers of physics, concerning reasons for teaching the subject, teaching procedures, equipment, objectives, and recommendations for improvement.

2816. Lowry, Burris Howard. The status of a classroom teacher in the Houston public school system. Master's, 1940. Agr. and Mech. Coll. of Texas. 59 p. ms.

2817. Luno, Guy Albert. Professional activities of vocational agricultural teachers in Louisiana during the summer months. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 110)

Determines, by a survey of a diary submitted by 50 agricultural teachers, the kind and number of professional activities participated in, the number of teachers participating in each professional activity, and the number of hours devoted to each professional activity from June 1 to September 5, 1938.

2818. McCool, L. Edward. The teaching load of music teachers in Indiana. Master's, 1940. Ind. St. T. C. 40 p. ms. (Abstract *in*: Indiana State teachers college. Teachers college journal, 11: 156, July 1940)

Surveys the teaching load of 1,022 music teachers. Finds that 35.1 percent taught in two departments, 16.5 percent taught in three departments, and 3.3 percent taught in four departments, while 44.7 percent taught only music.

2819. McFarland, Blanche Bagley. A personnel study of all the duties, curricular, extracurricular, and social, that are performed by the commercial teachers in Texas. Master's, 1940. North Texas St. T. C.

2820. Main, Herald P. A personnel study of the rural teachers of Sioux County, Iowa. Master's, 1940. Iowa.

2821. Matherly, Marion I. A survey of the teacher load in the secondary schools of Van Zandt County. Master's, 1940. Texas.

2822. Mathews, Lee Howard. Qualities associated with teaching efficiency. Doctor's, 1940. Wisconsin.

2823. Mecham, George P. A study of emotional instability of teachers and their pupils. Doctor's, 1940. Peabody. 141 p. ms.

Studies the effect of the emotions of 84 teachers on 2,473 pupils during a 16-week period. Finds that teachers who were emotionally unstable, tended to have emotionally unstable pupils.

*2824. Meister, Carl S. Survey of teachers' avocations, their variety, and frequency. Master's, 1940. New York. 47 p. ms.

Finds that the teachers have varied and numerous physical, mental, and social interests, and that their school duties leave them with less leisure time than is desirable.

2825. Merrell, Julia Grace. Some problems in professional adjustment encountered by first year elementary teachers graduating from California State colleges in 1938. Master's, 1939. Stanford.

2826. Milhous, Ivan Clendenon. The reactions of the Des Moines teachers to various factors in their occupational and living environment. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Analyzes replies of 335 teachers to a teacher reaction blank given to teachers in Des Moines in the spring of 1939. Finds that they listed 201 different satisfactory and 901 unsatisfactory situations.

2827. Millane, Sister Mary Carmelita. Survey of personal influence of teachers as attested by adults. Master's, 1940. St. Louis.

2828. Miller, Wayne. The status of commercial teachers in a selected group of Ohio high schools. Master's, 1940. Cincinnati. 85 p. ms.

Surveys the training, experience, status, teaching load, and salary of commercial teachers in selected Ohio high schools, grouped according to size of enrollment. Finds better status and remuneration in large city schools. Recommends that commercial teachers acquire business experience and keep abreast of new developments in business methods.

2829. Milliken, Gertrude Elizabeth. The status of the teachers of adult homemaking education in Missouri. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 86)

Studies the academic training, teaching experience, economic status, and cultural opportunities of these teachers. Finds most of the teachers well fitted for their work in this field.

2830. Nicholls, Wayne Harold. The status of science teachers in Nebraska public high schools. Master's, 1940. Nebraska.

2831. Nordeen, Verne Theodore. The industrial arts teacher and athletic coach combination in schools of western Iowa. Master's, 1939. Iowa State. 116 p. ms.

Discusses the training, duties, and subject matter combinations of industrial arts teachers in this locality. Presents the present status of the industrial arts teacher-athletic coach combination in these schools.

2832. Ortberg, Elmer G. A case study of teachers' contractual status. Master's, 1940. Iowa.

2833. Plesneke, Charles Conrad. A factual survey of the teaching load in selected four year Texas high schools for the school year of 1936-37. Master's, 1940. Texas.

2834. Posey, Cecil. Education as a profession in Oregon (Materials to be used in describing education as a career in Oregon). Master's, 1940. Oregon.

2835. Powis, *Sister Miriam Leone*. Teaching loads in the Catholic high schools of the diocese of Brooklyn. Master's, 1940. St. Johns. 106 p. ms.

*2836. Rechtenick, Joseph. Irritability and nervous gestures among teachers in two types of classroom situations. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1940. 54 p.

Attempts to determine the extent to which the classroom situation is a factor in the emotional behavior of teachers by comparing teacher behavior in different classroom situations. Studies 64 teachers drawn from 16 schools in New York City, eight of which operated under the experimental activity program, and the others operated under the traditional curriculum. Finds no reliable difference in the average frequency of occurrence of signs of irritability or nervous habits between the teachers in the activity classrooms and the teachers in the traditional classrooms; that the size of the class is an important factor in the frequency of teacher irritability in the activity classrooms and has little effect in the non-activity classrooms; that among the teachers in the traditional classrooms, the older and more experienced teachers were generally less irritable than the younger and less experienced teachers; that increased experience in the activity program tends to make for less nervousness in the teaching situation; that activity teachers seem to be less disturbed than traditional teachers by the behavior of pupils which conflict with the exercise of the teacher's authority in the classroom; and that a non-irritable teacher may be a dull, apathetic teacher who shows no interest or enthusiasm in her teaching. Emphasizes the importance of small classes if the activity program is to accomplish the most desirable results in terms of wholesome relationship between the teacher and the pupils.

2837. Sabine, John Randall. An investigation of the difference between men and women teachers, with particular attention to their attitudes toward pupils' behavior. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 106)

Attempts to determine the difference, if any, between the attitudes of men and women teachers toward undesirable behavior among high school pupils; to what extent a course in mental hygiene will modify the attitudes of teachers toward undesirable behavior among pupils; and to what extent the attitudes of teachers agree with those of mental hygienists and psychiatrists. Concludes that men and women teachers agree closely as to the frequency of occurrences of undesirable behavior traits among boys and girls; that they are in close agreement as to the seriousness of these behavior traits; that men teachers consider as most serious more traits that transgress standards of morality and integrity than do women teachers; and that men teachers regard undesirable personality traits as more serious than do women teachers. Indicates that a course in mental hygiene should be included in teacher-training programs.

2838. Sharadin, Margaret. Services of the physical education instructor in the follow-up health program. Master's, 1940. Ohio State. 237 p. ms.

*2839. Siggins, Margaret Elizabeth. The status of the teacher of one room rural schools in California. Master's, 1927. California. 63 p. ms.

2840. Stark, Norman Trenary. Definitions of words and terms in the teacher personnel field. Master's, 1940. Peabody. 69 p. ms.

Formulates definitions for approximately 435 words and terms commonly used in the field of teacher personnel.

2841. Stephens, Cecil Olga. The educational status of normal training critic teachers in the State of Iowa. Master's, 1940. Drake. 30 p. ms.

*2842. Stocker, Chester George. Teacher load in public secondary schools. Doctor's, 1940. Pennsylvania. Philadelphia, 1940. 82 p.

Analyzes teacher load reports of 2,206 teachers in 115 accredited schools. Studies the duties assigned to the teacher; the relation between teacher load and size of school, subject field, school organization, and sex of teachers. Finds inequalities in teaching load in schools of various sizes and in different subject fields.

*2843. Sullivan, John Cavanaugh. A study of the social attitudes and information on public problems of women teachers in secondary schools. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 142 p. (Contributions to education, no. 791)

Attempts to determine to what extent religious preference is a factor in the social attitudes and information on public problems among women in secondary education. Studies the religious preferences of 1,479 white women secondary school teachers, and of 244 Sisters teaching in Roman Catholic parochial schools. Finds that there are differences in social attitudes and in information on public problems among the groups selected on the basis of religious preference and that the Sisters are more conservative in social attitudes than the total population of public-school teachers.

2844. Thayer, J. A. A study of the physical education teachers of the public schools of the State of Arizona. Master's, 1940. Arizona St. T. C. 32 p. ms.

2845. Van Zandt, Mildred. An inventory of effective teacher-pupil contacts. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 408-414)

Attempts to determine the kinds of teacher-pupil contact which high school pupils find most helpful and to what extent these contacts are being made. Analyzes free responses submitted by 3,283 seniors enrolled in 27 representative high schools in eight counties of western Pennsylvania. Recommends that more time be given to informal contacts between teacher and pupil; that an effort be made to minimize the importance of teachers' marks; that more consideration be given to the quiet, mediocre, self-effacing pupil in both the classroom and in extracurricular activities; that extracurricular activities be reinvigorated and revitalized; that provisions be made for more adequate instruction in correct social forms; and that a continuous and persistent effort be made to help pupils improve the quality of their thinking.

2846. Vikan, Walter Leonard. A manual for Brighton (Colorado) high school teachers. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 124)

Presents a manual of information for teachers of the high school to enable them to give unified interpretation to school practices and procedures. Describes fundamental aspects of the community, organization of the school, program of studies, and student organizations.

2847. Wiley, Alice. An evaluation of a home visitation program in a suburban community. Master's, 1940. Bowling Green. 84 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 66-67)

Studies the home visitation program of Garfield Heights, Ohio, to determine the benefits derived from it, by analyzing replies to a questionnaire given to every teacher who made home visits; and replies to a questionnaire sent to parents of the children visited. Concludes that teachers gain a more sympathetic understanding of the child and his problems; and teachers have an opportunity to learn about the children's hobbies and leisure time activities. Recommends that the program be continued.

2848. Wilson, Lucille Dante. An attempt to predict teaching success. Master's, 1940. Kansas. 50 p. ms.

2849. Wilson, William. The approach to the teaching of history. Master's, 1940. East Texas St. T. C. 58 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 65-66)

Describes the qualities of the history teacher which act as limiting factors in his success.

2850. Wilson, William Henry. A search for a working philosophy for the classroom teacher. Master's, 1940. Washington. 95 p. ms.

APPOINTMENT AND TENURE

*2851. Baxter, Lindly C. Standards of teacher selection in New Jersey communities with fewer than 25 teachers. Master's, 1940. New York. 40 p. ms.

Describes the selection of teachers, methods of obtaining data on prospective teachers, and standards for their selection. Concludes that the small systems in New Jersey follow, in a general way, the approved procedure of teacher selection; that the qualifications of teachers are placed on a high plane; that there are no definite, uniform methods of securing data on prospective teachers, although the majority seem to consider the personal interview of major importance, followed by records made in training school. Recommends the preparation of a handbook setting forth the best modern school board procedures, and the relations between the supervising principal and the board; and the passage of school laws giving the superintendent the right to nominate all teachers.

2852 Boyd, George T. Teacher employment in Arizona. Master's, 1940. Arizona. 33 p. ms. (Abstract in: University of Arizona record, vol. 34: 11-12)

Studies teacher turnover in Arizona from 1936 to 1940, inclusive. Concludes that the rate of turnover varies inversely as the size of the school; that turnover varies inversely as the level of the school; that there is little difference between the turnover among men and among women; that the chief causes of turnover are, securing a better position, marriage, and dismissal; and that about 26 percent of the teachers are new each year.

2853. Burkett, Luther R. Tenure and transiency of Fannin County teachers from 1935-39. Master's, 1940. East Texas St. T. C. 72 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 15-16)

Compares the rate of turnover in the county and that in Nebraska, Indiana, and other independent districts in Texas. Recommends that the employing power be centralized in the hands of the county superintendent; and that tenure legislation be adopted on a State-wide basis.

2854. Dobbin, Glenn. Residence as a factor in teacher appointment. Master's, 1940. Kans. St. T. C., Pittsburg. 46 p. ms.

Attempts to determine the extent to which residence is a factor in the employment of teachers in the elementary and secondary schools of southeastern Kansas. Finds that 28 percent of the elementary teachers were local as compared to 13 percent of the secondary teachers.

2855. Greene, David Lyman. Balancing the competition for teachers. Doctor's, 1940. Stanford. (Abstract in: Stanford university. Abstracts of dissertations . . . : 209-13)

Assumes that the competition for teachers among public school districts is markedly unbalanced, and that the interests of both the students and the teachers would be better served if the interdistrict competition for teachers were approximately balanced. Studies the attractiveness to the teachers of the secondary schools of California.

*2856. Halprin, Jack. The teacher tenure problem. Master's, 1940. New Jersey St. T. C. 75 p. ms.

Analyzes existing tenure laws and evaluates them in terms of criteria commonly accepted when the laws were enacted. Studies the fundamental problems of indefinite tenure and evaluates the common claims made for the practice.

2857. Lacer, Charles Vernon. Study of turnover and teacher adjustment in the small school. Master's, 1940. Washington. 135 p. ms.

Studies teacher turnover and adjustment in a small school. Evolves a plan for improving adjustment by including the superintendent or principal, board of education, parent teacher association, the church, civic and social clubs, newspapers, other teachers, the teacher herself, and the training school in some phase of teacher adjustment and orientation.

2858. Longman, Walter L. Teacher placement. Master's, 1940. Arizona. 128 p. ms. (Abstract in: University of Arizona record, vol. 34: 46-47)

Surveys and evaluates the organization, methods, and techniques employed by teacher placement bureaus of land-grant colleges, State universities, commercial placement agencies, and selected institutions of higher learning in the western States. Finds that institutional placement bureaus are growing in number and efficiency, while commercial agencies are decreasing in numbers; that placement bureaus are justified by the service they render to the state and to the individuals served.

*2859. Lund, John. An inquiry into the qualifications of 369 selected applicants for high school teaching positions. Doctor's, 1938. Yale. 239 p. ms.

2860. Lyles, Carl C. A personnel study of the teachers of Gibson County, Indiana. Master's, 1939. Ind. St. T. C. 116 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 142, July 1940)

Studies the ages, occupations, and economic status of the families from which they come, general and professional training, and experience of the teachers in the public schools.

2861. Mower, Charles E. An evaluation of teacher tenure in Pennsylvania. Master's, 1940. Arizona. 103 p. ms. (Abstract in: University of Arizona record, vol. 34: 49-50)

Shows the events which led up to the enactment of the tenure law in Pennsylvania. Studies the attitude of various groups toward tenure before and after enactment of the law. Shows the effect of the law on the school situation within the State.

2862. Newman, D. Autrey. Some factors influencing teacher selection in certain Arkansas schools. Master's, 1940. Peabody. 93 p. ms.

Studies teacher selection methods in four Arkansas city school systems. Finds that no new teachers were employed who were past 35 years of age; that no married women were employed as teachers in any of these systems; that training was the most important factor in the selection of teachers; that employers requested recommendations from former employers and from college professors; and that personal interviews were required prior to employment.

2863. Parkinson, Albert Frost. Tenure of high school teachers in four south Mississippi Counties, 1937-38. Master's, 1939. Alabama. 60 p. ms.

2864. Roberts, James Brodie. Factors and techniques involved in teacher selection in Texas. Master's, 1940. North Texas St. T. C.

2865. St. Clair, William F. Teacher turnover in Alabama during the year 1937-38. Master's, 1940. Alabama. 163 p. ms.

2866. Samuels, James Edwin. A survey of sick leave in Arizona schools. Master's, 1940. Ariz. St. T. C., Tempe.

†2867. Smith, Henry Lester and Scott, R. Foster. Teacher tenure in Indiana and the courts. Bloomington, Indiana university, 1940. 81 p. (Bulletin of the School of education, vol. 16, no. 3)

Traces the development of laws relative to teacher tenure; and the application of laws relative to teacher tenure as revealed by appeal cases. Describes the making of the contract, capacity to contract, the constitutionality of indefinite tenure laws, reasons for dismissing the school employee, and legal remedies available to the teacher.

2868. Smith, Stephen E. Public school personnel selection. Master's, 1940. Oregon St. Coll. 127 p. ms.

2869. Snow, Festus Cornelius. The selection of teachers in Oklahoma school districts. Doctor's, 1940. Oklahoma.

2870. Speich, Clarence T. Certain factors in the selection and appointment of teachers. Master's, 1940. Wyoming. 95 p. ms.

2871. Weldon, Everett. Teacher tenure in Upshur County, Texas, 1934-39. Master's, 1940. East Texas St. T. C. 89 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 64)

Finds that the causes of teacher turnover are: Dismissal, professional study, marital status, entrance into another field of work, professional advancement, and transiency of administrators.

CERTIFICATION

2872. Allard, Morris S. A history of statutory rules and regulations relative to teacher certification in Texas. Master's, 1940. East Texas St. T. C. 113 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 6-7)

Compares the rules and regulations governing the issuance of teaching certificates by county and State examinations, summer normal institutes, summer normal schools, teacher-training colleges, and universities. Stresses the abolition of the permanent certificate, and making continuous service and study prerequisite to continued validation of a teacher's certificate.

2873. Allen, Alfred Thomas. Interstate certification of industrial arts teachers for secondary schools. Master's, 1939. Oregon St. 292 p. ms.

2874. Aycock, J. Buell. The certification of elementary school teachers in Louisiana from 1854 to 1938. Doctor's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S. : 100-103)

Compares the practices of the certification of teachers in Louisiana with the regulations and practices adopted in other States. Finds that standards and practices of certification of elementary school teachers in Louisiana compare favorably with those of other States, and that beginning in 1940 Louisiana will require four years of college training for elementary school teachers.

2875. Congdon, Charles Franklin. A study of principles of business teacher certification with suggested standards for the Territory of Hawaii. Master's, 1940. Hawaii. 134 p. ms.

2876. Deacon, James William. A history of teacher certification in the State of South Dakota. Master's, 1940. Puget Sound. 99 p. ms.

2877. Garten, Albert Lee. Current policies with reference to administrative certificates in the United States. Master's, 1940. Okla. A. & M. Coll.

Deals with the laws and regulations of the various States that issue administrative certificates. Shows trends toward the centralization of authority for issuing certificates in the State office of education; toward a requirement for work toward the certificate to be on the graduate level; toward a requirement for specific courses in administration and supervision; and toward the requirement of a certain amount of experience in addition to college courses.

*2878. Jackson, C. E. State rules and regulations governing the certification of high school teachers. Upper Montclair, New Jersey State teachers college, 1940. 21 p. (College studies bulletin)

Presents a summary of the prevailing requirements for the certification of teachers of the academic subjects in the secondary schools of the United States. Finds that authority to grant certificates is centralized in State authorities in 45 States; that 21 States issue only one type of certificate, and 24 issue two; that the permanent or life certificate is not granted in 15 States; that 74 initial certificates are valid for periods ranging from 1 to 10 years; that approximately 62 percent of the certificates are valid for particular subjects and about 80 percent are restricted to grades of the junior or senior high schools; that 37 States require an academic preparation represented by the bachelor's degree for certification to teach in the high schools; that 13 States require background courses for 25 certificates; that 39 States require specialization in at least one teaching field, 25 in two, and 9 require three; that professional preparation is requisite in all States for all certificates; and that 41 States require student teaching for 58 of the secondary certificates they issue.

*2879. Joerg, Adrienne and Shroyer, Lana A. A survey of the certification, preparation, experience, salary, and employment status of elementary and high school teachers in Kansas for the year 1939-40. Master's, 1940. Kans. St. T. C., Emporia. Emporia, Kansas State teachers college, 1940. 50 p. (Bulletin of information, vol. 20, no. 9. Studies in education number. Twenty-first of the series)

Recommends that the period of teacher training be increased; that the certification level be raised; that salaries be raised in order to lengthen the tenure of the teachers; that a strong retirement law be passed; that uniform organization report blanks be required of elementary as well as high school teachers; and the creation of a strong central clearing house for educational information. Suggests that the tax system be revised so that the schools may receive a fair amount of money with which to carry on their necessary projects.

2280. McLaughlin, Kenneth Floyd. An analysis of State requirements for the renewal of teaching certificates. Master's, 1940. Iowa.

2881. Mason, Elwood Boyd. Teacher certification in Maryland since 1900. Master's, 1940. Duke. 191 p. ms.

Presents a history of legislation and of actual conditions from 1900 to 1929.

2882. Mowry, Loyd W. State certification requirements for non-resident teachers. Master's, 1940. Colo. St. Coll. of Ed.

amount of training is related in some degree to type of school in which employed, number of professional and non-professional books and magazines purchased or subscribed for, number of affairs attended, and amount of money spent for life insurance; that amount of training is negatively related in some degree to tenure in present position, number of dependents, automobile ownership, and money spent for professional activities.

2905. Mason, Clarence W. History of public school salaries in Maryland. Master's, 1940. Duke. 180 p. ms.

Traces the history of salaries of State, county, and local educators from the earliest times, and includes the legal history and average salaries paid.

2906. Miner, George Douglas. The relationship between various social, political, and economic factors and salaries of California teachers. Doctor's, 1940. California.

Analyzes data on teachers' salaries in 41 California Counties and finds little relationship between salaries and any of these factors.

2907. Newberry, Floyd Earl. A comparative study of the income and expenditures of the public school teachers of Woodward County, Oklahoma, for 1939-40. Master's, 1940. Okla. A. & M. Coll.

Concludes that the incomes received by the school teachers are inadequate to provide the necessities of life for the teachers and their dependents, to provide opportunities for professional advancement needed in many of the schools of the county, to provide for retirement in old age, and to induce the high-school graduate of upper rank to choose school teaching as a vocation.

2908. Nicholson, Miller. Oregon teacher credit unions. Master's, 1940. Oregon.

2909. Owens, Charles Sterling. An analysis of the spending habits of New Mexico public school teachers. Master's, 1940. Texas Tech. Coll. 92 p. ms.

2910. Shannon, J. R. A comparison of teachers' salaries in Indiana with those of comparable governmental employees and other workers. Teachers college journal, 12: 1-13, September 1940. (Indiana State teachers college)

Concludes that the average salary of public-school teachers in Indiana is approximately the same as that for teachers of the United States as a whole; that teachers in township schools of Indiana receive lower salaries than teachers in city or town schools of the State; that there are wide differences in teachers' salaries between different urban corporations and between different rural corporations of Indiana.

2911. Terrebonne, Linus P. Economic status of the white teacher in Louisiana outside of New Orleans. Doctor's, 1940. Louisiana State.

2912. Vick, Robert Joseph. A statistical analysis of salaries of Louisiana high school teachers. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 198)

Attempts to determine differences in salaries of Louisiana public high school teachers on the bases of length of service in present position, total experience, size of school, and type of degree.

2913. Wilkins, Meritt M. The correlation of scholarship index to salary. Master's, 1939. Ind. St. T. C. 28 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 137, July 1940)

Compares the salaries and scholarship indexes of graduates of Indiana State teachers college for the school year 1938-39. Concludes that the lowest paid teachers are not those of the lowest scholarship index, and the highest paid teachers are not those of the highest scholarship index.

2914. Wooden, Henry A. An analysis of certain factors associated with teachers' use of credit. Master's, 1940. North Texas St. T. C.

2915. Wright, Roy Hugh. Salaries of northern neck teachers. Master's, 1940. Virginia. 206 p. ms.

SUPPLY AND DEMAND

2916. Conway, Walter L. Supply and demand of elementary and rural school teachers in the years 1936-37 and 1937-38 in Montana. Master's, 1940. Montana. 63 p. ms.

2917. Garrison, Carolyn W. Teacher demand as revealed by vacancies reported to the educational placement bureau of Temple university from 1935 to 1938. Master's, 1939. Temple. 105 p. ms.

SUBSTITUTES

2918. Gibbs, Virginia Joyce. A study of the problems of a substitute teacher. Master's, 1940. Ohio State. 106 p. ms.

Attempts to show the problems with which a teacher with a particular environmental background, was confronted when she was a substitute teacher. Points out that the substitute teacher is successful insofar as she is aware that she is both a participant and an observer in the role of substitute teacher.

2919. Wagenbaur, Dorothy E. Problems of substitute teachers. Master's, 1940. Temple. 80 p. ms.

COLLEGE PROFESSORS AND INSTRUCTORS

2920. Crittenden, Oda Pauline. A study to determine the characteristics of effective application letters for teachers, with particular reference to college positions, as influenced by reports from 65 college and university presidents and an analysis of 65 sample letters of application for college positions. Master's, 1940. North Texas St. T. C.

2921. Ford, Evelyn O. A history of the mathematicians in the colleges and the University of Mississippi. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 196)

Studies the educational qualifications and works of mathematicians in Mississippi colleges from their establishment to the present.

*2922. Garrison, Lloyd Amos. Junior college teachers: their academic and professional education. Doctor's, 1940. Yale. 173 p. ms.

Attempts to determine the academic and professional qualifications of teachers now in service in selected junior colleges; to determine the professional responsibilities carried by junior college teachers; to determine ways in which teaching in public junior colleges differs from that in high schools and senior colleges. Offers suggestions on the preparation of junior college teachers.

2923. Hawley, Otis Everett. The status of selected college and university administrators in the Southwest. Master's, 1940. Georgia. 105 p. ms.

Finds that more administrators who received their training in the Southwest remained in that region than is true of any other region.

2924. McElroy, Frank D. A study of the faculty personnel of 33 State teachers colleges. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 31: 187-93)

Attempts to determine the actual training and experience of the faculty of 33 State teachers colleges in the upper ranges of the Mississippi Valley in the school year 1933-34; their growth in training in recent years; and the forces which brought about the change in training. Shows that many of the institutions are still in the period of transition from the normal school to the teachers college. Shows the influence of several educational associations on the training and experience required for faculty members of teachers colleges. Offers suggestions for raising the standards for the teaching personnel of these colleges.

2925. Mead, John Fremont. The effective and the ineffective junior college teacher. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

ADMINISTRATION OF SCHOOLS

2926. Anderson, Clarence R. History and administration of land grants to public schools in Montana. Master's, 1940. Montana. 198 p. ms.

2927. Anneberg, Frank J. A study of public school accidents in Kansas City, Missouri. Master's, 1940. Kansas. 46 p. ms.

2928. Arnholt, Wallace L. An evaluation of the Bellevue, Ohio, public schools. Master's, 1939. Bowling Green. 80 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 3-4)

Suggests improvements in the school buildings and equipment. Discusses the curriculum; financing the schools; educational and personnel developments; and the sight-saving program in effect in the elementary school, and the development of the use of visual aids in the schools.

*2929. Babcock, Mildred D. Democratic practices in educational administration and supervision. Doctor's, 1940. New York. 541 p. ms.

Traces the development of democratic practices in our educational institutions. Finds democratic practices on all levels of education, in different types of institutions, and in many areas throughout the country.

*2930. Bailey, Richard James. The preparation, certification, and selection of personnel workers for the secondary schools of the United States. Doctor's, 1940. New York. 478 p. ms.

Offers suggestions for the improvement of standards of preparation, certification, and selection based on personal traits; graduate degrees; teaching experience; experience in fields other than teaching; specialization in personnel work; professional courses; duties of the dean, the general adviser and the vocational counselor; certification; and selection.

2931. Barnett, Thomas F. A study of the public school relations program. Master's, 1940. East Texas St. T. C. 95 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 11-12)

Discusses the various problems involved in the launching of a public relations program for schools; the newspaper, school publications, the radio, and the motion picture as they relate to a school relations program. Enumerates and evaluates athletic contests, band concerts, parades, dramatics, commencement programs, school exhibits, patrons' day, and parent teacher associations as to their contribution to the interpretation of the school.

2932. Billings, Norman Adolph. Assembly practices and procedures in 80 Texas schools. Master's, 1940. Texas.

2933. Braxton, James Thomas. A study of the elementary assembly of Oklahoma. Master's, 1940. Colo. St. Coll. of Ed.

2934. Breeding, Edith Simpson. The registrar in the secondary school. Master's, 1940. Texas.

2935. Breternitz, Louis A. The administration, organization, and staff personnel of selected three, four, and six year high schools in Nebraska. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study, no. 1)

2936. Brown, Paul Roosevelt. The derivation of a handbook for teachers in the West Southern Pines school, Southern Pines, North Carolina. Master's, 1940. Michigan.

2937. Campbell, Don. Jerome. A handbook for board members and clerks of Oregon small school districts. Master's, 1940. Oregon. 138 p. ms.

Discusses general information on the schools, teachers, length of school term, and attendance in Oregon schools; the school board, with its meetings, advisers, prohibitions, and legal liabilities; the duties of the school clerk; school finance; school property and its care; the educational program, including the status of the teachers, compulsory attendance, curriculum, work with handicapped children; textbooks, school libraries, and health; relations with other districts through consolidation, tuition fees for children from other districts, and transportation. Gives a code of ethics for school boards.

2938. Cash, Henley L. The relative advantages and disadvantages of different types of school organization—6-3-3, 6-6, 8-4, and 6-4-4 plans Master's, 1939. Kentucky. 90 p. ms.

Gives a brief discussion of the various types of school organization, including the history of each type, the conditions under which the types have operated, and the advantages and disadvantages of each type as revealed in the points of view of leading educators

2939. Christie, Marmaduke F. The development of a program designed to establish a better school-community relationship. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 28)

Examines current school interpretation practices Shows that a suitable program demands definite organization of the entire staff, both professional, and non-professional; regular and frequent use of authentic information; and major emphasis upon the child and the school's work for him. Concludes with an interpretation calendar, designating items to be given publicity at prescribed times during the school year

2940. Clark, Ella Callista. An experimental evaluation of the school excursion. Doctor's, 1940. Minnesota. 281 p. ms.

Shows that the pupils who took the excursion evinced greater interest in more phases of the topic and expressed a desire to carry on a greater number of voluntary activities after the unit was finished; and that pupils who had not taken the excursion expressed a desire to do so. Finds that results of the information test indicate that in units on printing, transportation, and communication, the pupils who took the excursion benefitted significantly more than did the control groups in which the excursion material was presented by other means in the classroom.

2941. Connell, H. B. Noon hour recreation in the public high schools of Ohio. Master's, 1940. Ohio State. 81 p. ms.

Finds that there is a noon hour recreation problem in the public high schools, which is being met with varying degrees of success through a number of types of programs.

2942. Craig, Veva Dee. Community attitude toward certain factors in a program of home and school relations. Master's, 1940. Michigan.

2943. Daul, George Cecil. The administration of the public schools of Jefferson parish since the Civil War. Master's, 1940. Tulane. (Abstract in: Bulletin of Tulane university of Louisiana, series 41, no. 15: 28-29)

Traces the history of the public schools from 1860-1940.

2944. Davis, William Carlton. The school interpretation program of the Memphis, Texas, independent school district. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 34)

Shows that the public endorsed the work of the schools following interpretative activity as evidenced by increase in financial support and willing assumption of a heavier tax burden; increase in public attendance at school programs, activities and games and in parent visitation of schools; extension of parent-teacher work and organization of parent-teacher associations; improvement in pupil achievement as indicated by school marks and in average daily attendance; increase in number of rural pupils transferring to Memphis schools; endorsement of a four-year building program; and approval of the expansion of the high school curriculum.

2945. Dennis, James Frank. Vocabulary of architectural terms for school administrators. Master's, 1940. Penn. State.

2946. Drinnen, Zelma B. K. Evolving a functional school program in the Whitesburg community. Master's, 1940. Tennessee. 112 p. ms.

Finds that emphasis on the social purpose of the school leads to better living among the students. Shows the need for effective planning between the school and the community in order that the school and community may work together in the achievement of desired goals.

2947. Eid, Wendell Gerhard. The social and economic composition of school boards in South Dakota. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 39-40)

Examines the social and economic composition of boards of education in independent school districts in South Dakota. Attempts to determine how such conditions as sex, mar-

riage, financial status, occupation, and formal education affect the attitudes of the members towards education.

2948. Eisenhart, Charles R. A plan for an improved school-community relationship in Windsor central school. Master's, 1940. N. Y. St. Coll. for Teach.

2949. Ellis, A. Caswell. What ought college publicity to do? School and society, 51: 630-35, May 18, 1940. (Western Reserve university)

*2950. Farnsworth, Philo T. Adaptation processes in public school systems as illustrated by a study of five selected innovations in educational service in New York, Connecticut, and Massachusetts. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 138 p. (Contributions to education, no. 801)

2951. Folson, Volmar Ashley. Pupil participation in opening of class periods by parliamentary procedure. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 44-45).

Describes an experiment in which each of the 215 pupils in the Madrid, Iowa, high school served as president and vice president of a class. Finds that parliamentary procedure used to open each class period developed qualities of leadership and self-expression, and accuracy in attendance records was increased.

2952. Gardner, M. E. The duties and responsibilities of deans of boys in the secondary school. Master's, 1940. Ohio State. 87 p. ms.

Analyzes the experience and training of deans in addition to the administrative, supervisory, teaching, and guidance duties of deans of boys. Finds that most of them have responsibilities for teaching and administration in addition to their guidance duties.

2953. Gill, Ross McLee. The effects of scheduling on the junior high school program. Doctor's, 1940. Pittsburgh.

*2954. Grow, Harry Russell. The development of guiding principles and policies for the administration of the small school system. Doctor's, 1940. Nebraska. Broken Arrow, Okla., Broken Arrow ledger, 1941. 62 p.

Discusses the problems in administering schools in communities of less than 2,500 population. Describes the development and validation of principles and policies for administering such schools. Discusses the relationship between the superintendent of schools and the board of education; the training and selection of the teachers for the small school; financing the schools through local, State, and federal aid; the design, construction, and use of space in school buildings; and the selection of activities which will meet the needs of the greatest number of pupils and can be directed by the average teacher within the time provided for school purposes. Shows that the offerings of the small school can be enriched by reorganizing the curriculum to provide combination and alternation of subjects and grades, and supervised correspondence study.

2955. Hanson, Arnold Edward. An evaluation of 10 plans for reorganizing local school units. Doctor's, 1940. Wisconsin.

2956. Harry, David P., jr. and Grace, Alonzo C. Tomorrow's citizens: a study and program for the improvement of the New Orleans public schools. Cleveland, Ohio, Western Reserve university, 1940.

2957. Haynes, Roy Wilhelm. How the child's time is allocated in certain schools of western Pennsylvania. Master's, 1940. Pittsburgh.

2958. Heagen, Ruth Wilson. A suggested plan of summer schools for Zanesville, Ohio. Master's, 1940. Ohio State. 110 p. ms.

2959. Hren, Sister Mary Louise. Trends in educational administration in the diocese of Brooklyn, 1929-1939. Master's, 1940. St. Johns. 73 p. ms.

2960. Ikola, Waino M. An analysis of news relating to education in the newspapers of the upper peninsula of Michigan during 1936. Master's, 1940. Michigan.

2961. Kemp, William Marvin. An analysis of public school publicity in the daily and representative weekly newspapers of South Dakota. Master's, 1940. Michigan.

2962. Kesler, Irma H. What the parents of Sugar Creek township expect of the school and of the teacher. Master's, 1940. Ind. St. T. C. 86 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 156, July 1940)

Analyzes 311 replies to a questionnaire sent to 596 parents of pupils in five different schools. Finds that most of the parents want the course of study revised; that 70 percent of them want the bus to call for their children; that 33 percent of the parents feel that the most important purpose of the school is to train children to be good American citizens; that 49 percent feel that married women should be allowed to teach; that 97 percent feel that a teacher should have a college education; and that 64 percent prefer a teacher who allows more freedom in discipline.

2963. Knotts, Richard Bryant. Analysis of studies on formal discipline. Master's, 1939. Oregon State. 117 p. ms.

2964. Lee, Donald Austin. Improvement of community school relationships. Master's, 1940. Ohio State.

Describes a community-school recreation program designed to enable second and third generation foreign born children to meet the problems of adjustment of conflicting national cultures.

2965. Lytle, William T. The implications of the community school concept for the West Louisville, Kentucky, school. Master's, 1940. Wyoming. 130 p. ms.

2966. McCain, Jerry Clay. To determine and evaluate practices that are used in classroom activity involving the correction or prevention of discipline problems. Master's, 1940. North Texas St. T. C.

2967. Macaulay, John M. The development of a noon hour program in the consolidated school of Dayton, Iowa. Master's, 1940. Drake. 37 p. ms.

2968. McClanahan, Claudius Duncan. The exempted village as an administrative unit in the State school system of Ohio. Master's, 1940. Ohio Univ. 144 p. ms. (Abstract in: Ohio University. Abstracts of master's theses . . . 1940: 31)

Studies the 64 replies to a questionnaire sent to the 79 exempted village school districts of Ohio. Indicates that the exempted village district should be preserved as an integral part of the educational system of Ohio.

2969. McDavid, Finis Eugene. Some educational problems growing out of the discovery of oil at Kilgore, Texas. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 79-80)

Discusses the problems of housing the new pupils, providing more teachers and equipment, financing the educational program caused by the rapid increase in population in the period from 1931-32 to 1937-38.

*2970. Macdonald, Elizabeth Chandler. Regional and institutional influences in American educational leadership as shown by certain selected administrators. Master's, 1940. George Washington. 64 p. ms.

Attempts to discover the regions of the United States and the institutions that are exerting the greatest influence among certain administrators of present day education.

2971. McKinney, Albert J. A study of the treatment of education in the daily newspapers in Honolulu. Master's, 1940. Hawaii. 121 p. ms.

2972. Meek, Benjamin Franklin. Administrative problems involved in the transition from the 11-grade to the 12-grade system in Texas schools. Master's 1940. Texas.

2973. Millerberg, Joseph D. One-half century of change in the organization and administration of the Salt Lake City school system. Master's, 1939. Utah. 140 p. ms.

2974. Mullett, John Selwyn. Public opinion on school issues, Irwin N. Huntington school district. Master's, 1940. Pittsburgh.

2975. Newsome, Chilton Levi. An administrative survey of Kilgore, Texas, public schools. Master's, 1940. Texas.

2976. O'Bryant, Charles W. A comparative study of the status of public school administration in Kansas. Master's, 1940. Kans. St. T. C., Emporia. 77 p. ms.

2977. Owen, John Willis. Trends of thought concerning boards of education as revealed in articles appearing from 1929 to 1938 in the *American school board journal*. Master's, 1940. Michigan.

2978. Perry, Barbara Helen. A study of disciplinary procedures and their influence on personality development. Master's, 1939. Stanford.

2979. Petersen, Robert G. A survey of school administration and organization in Trempealeau County, Wisconsin. Master's, 1940. Iowa.

2980. Ponder, Earl Richard. An analysis of educational conditions in the four diverse areas of Texas. Master's, 1940. Texas Tech. Coll. 151 p. ms.

Studies the races and types of students attending schools in these areas, the type of teachers employed, size of areas, tax rates, population of the areas, amount of State aid, number of school districts, average enrollment, and average daily attendance.

2981. Pratt, Kenneth. Administration of special education. Master's, 1940. Ohio State. 36 p. ms.

2982. Pyle, William W. The relation between observable classroom attention and intelligence. Master's, 1940. Ind. St. T. C. 48 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 11: 151-52, July 1940)

Compares the IQ's and the attention quotients of the pupils of the seventh and eighth grades of the laboratory schools of the Indiana State teachers college. Concludes that intelligence and observable classroom attention are related.

2983. Reichley, Elmer Vincent. A survey of the opinions of editors, administrators, and laymen on the use of the newspaper as an organ of interpreting the public schools in Kansas communities of 1,000 to 5,000 population. Master's, 1940. Colorado. (Abstract in: *University of Colorado studies, General series (A)*, vol. 26, no. 3: 101-102)

Analyzes replies to questionnaires sent to newspaper editors, school administrators, and laymen in 106 Kansas communities. Finds that they all agree that the newspaper is the best organ of interpretation in these communities; that the interpreting program is fairly continuous with most of its interests being directed to the extracurricular activities of the schools; that there is a relationship between the layman's ability to read the news and the extent to which he is informed by the newspaper; that at present school news is written in language not understandable to a large portion of the patrons.

2984. Ross, Clyde Harvey. An analysis of the school news appearing in seven Navarro County newspapers in so far as the news pertains to 12 school districts. Master's, 1940. North Texas St. T. C.

2985. Saltzman, Basil George. A study of the methods used to interpret the Cortez, Colorado, public schools during the schools years 1937 to 1940. Masters', 1940. Colorado. (Abstract in: *University of Colorado studies, General series (A)*, vol. 26, no. 3: 107)

Analyzes data on the schools published in newspapers, data in school reports, programs, student paper, and letters.

2986. Scanlan, John William. The state and the nonstate school including a consideration of the support of the nonstate school. Doctor's, 1940. Northwestern.

2987. Singer, Floyd W. Educational news in four representative United States newspapers. Master's, 1940. Ohio Univ. 59 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 46)

Concludes that newspapers are giving some attention to many educational subjects, but the extent of consideration of such topics varies among the four papers; and that American newspapers present an incomplete picture of American public school education.

2988. Smith, Lewis E. The causes of discipline problems and their treatment: case studies of boys in a senior high school. Master's, 1940. Ohio State. 138 p. ms.

Presents case studies of 12 boys whose school records were studied, and who were interviewed at home in an attempt to find the cause of their discipline problems. Finds the case study method of value in the diagnosis and treatment of discipline problems

2989. Springer, Charles Irvin. The status and functions of deans of boys in the public secondary schools of Indiana. Master's, 1940. Tennessee. 127 p. ms.

Finds that the office of dean of boys is well established in schools of more than 1,000 students; that deans have had little special training for their work; that appointment to the position was more often for recognition of successful teaching and administrative experience than for specific training; that deans of schools with an enrollment of 1,000 students or more were seldom required to teach classes; that the understanding of youth was considered the most important personal quality a dean could possess, that administration of absence and tardiness was one of the major duties performed by the deans; the individual advisement of boys was considered one of the most important services performed by the deans; and that deans need more professional training for advisory work than they now have.

2990. Sprol, Samuel Joseph, jr. The influence of school size on academic achievement. Doctor's, 1940. Johns Hopkins.

*2991. Teuchtler, Robert G. The social composition of the central rural school boards of New York State. Master's, 1940. Syracuse. 101 p. ms.

Discusses the number of members on the school boards, the sex of board members, their ages, number of years served on board by members, occupations of board members, representation of parents on boards of education, and the educational background of board members.

2992. Thrall, Charles Burton. Manual for public school trustees of California. Master's, 1940. Redlands. 139 p. ms.

2993. Troxel, O. L. Public education in Colorado. Greeley, Colorado State college of education, 1940. 26 p.

Discusses the educational organization, financial organization, educational inequalities, and higher education in Colorado.

2994. Williams, Martin Edgar. The qualities of good school officers. Master's, 1940. Colo. St. Coll. of Ed.

EDUCATIONAL LAWS AND LEGISLATION

2995. Brooksher, J. T. The story of Georgia school laws. Master's, 1940. Oglethorpe. 53 p. ms.

2996. Connolly, John T. An analysis of religious protection laws for children in the State of New York. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 112)

2997. Cossey, Loyd Hanon. A comparison of the operation of House Bill 212 and House Bill 6 in the independent school districts of Blaine, Dewey, Ellis, Roger Mills, and Woodward Counties. Master's, 1940. Okla. A. & M. Coll.

Deals with the financial trends of the 25 independent school districts in the five counties. Attempts to find the specific conditions of teachers' salaries, transportation, and general maintenance.

2998. Felix, Herbert F. Educational legislation applying to the public schools of Oklahoma from 1907 to the present (1937). Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S: 129)

Shows that a major portion of the laws had to do with appropriations for the support of or in aid of various agencies and school units; that the many laws which have been passed have failed to provide adequate educational advantages for all the children of the State; that only in the cities, wealthier areas, and consolidated districts are the educational offerings satisfactory; that probably the most important laws enacted were those which created and developed consolidated schools and those which established county normal institutes for the training and improvement of teachers.

*2999. Foley, Thomas Hoppin. An analysis of statutes and judicial decisions in the United States and their relation to the tort liability of school districts. Master's, 1940. St. T. C., Fitchburg. 217 p. ms.

Defines the common law and distinguishes it from other systems and bodies of law; discusses the purpose of public education; legal liability, negligence, and tort; exceptions to the non-liability rule; and offers comments, criticisms, and suggestions on the law of tort liability in the public schools.

3000. Ford, Kenneth Lecil. Legal provisions for pupil transportation in the 48 States. Master's, 1940. Texas.

3001. Gish, Ira M. M. Legislative control of the secondary school curriculum in selected southern states. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 149-56)

Attempts to determine the subjects which are prescribed, permitted, or prohibited by legislative enactment for the secondary schools in the area in which the Southern association of colleges and secondary schools functions.

3002. Good, LeRoy Vincent. Montana Supreme court decisions on school problems. Master's, 1939. Washington. 132 p. ms.

Treats all cases carried to the Supreme court of Montana from 1890 to 1939, which were connected with school problems.

3003. Hadley, F. S. Supreme court decisions in Kansas affecting the organizing of schools. Master's, 1939. Fort Hays Kans. St. Coll. 85 p. ms.

*3004. Hamm, Anson Mark. Court decisions concerning the powers of the Pennsylvania schools boards. Doctor's, 1940. Penn. State. 257 p. ms.

Studies the powers of boards of education in Pennsylvania, and cases wherein the authority of boards of education is involved; and attempts to give the reason for the case and the decision of the court. Reviews cases relating to finances, buildings and grounds, creation and alteration of districts, school district contracts and contractor's bond, teaching and pupil personnel, curriculum, and control of the board of education over its own affairs.

3005. Huser, Andres Stanley. An abstract of Montana Supreme court decisions affecting education. Master's, 1940. Montana. 217 p. ms.

3006. Martin, Mary Ellen. The history and development of legislation in Missouri relating to dependent and delinquent children. Master's, 1940. St. Louis.

3007. Mawling, Mary E. A study of the legal principles applicable to the rights and limitations of discipline in the public schools of the United States. Master's, 1940. Michigan.

*3008. Miller, L. Paul. State regulation of entrance into occupations in the State of New York: a study of State legislation in the State of New York which has placed requirements of personal qualifications upon individuals for legal entrance into certain occupations of the State. Doctor's, 1939. New York. 313 p. ms.

Discusses legislation on compulsory education, child labor, women in industry, entrance into the professions, and entrance into various nonprofessional occupations.

3009. Mooney, Hugh. A study of the Alabama teacher tenure law in the light of socio-education needs. Master's, 1940. Ala. Poly. Inst. 100 p. ms.

3010. Nelson, Lafe L. A summary and evaluation of opinions in school law, from July 1, 1929 to July 1, 1939, as given by the Arizona Attorney General. Master's, 1940. Arizona. 432 p. ms. (Abstract in: University of Arizona record, vol. 34: 50)

3011. O'Brien, Charles F. H. Exposition and discussion of the judicial decisions relating to tenure of teachers in New Jersey. Master's, 1939. Seton Hall. 111 p. ms.

Finds that the laws of New Jersey referring to the tenure of teachers, are not conclusive guarantees of security of position.

*3012. O'Brien, Rev. Edward J. Child welfare legislation in Maryland, 1634-1936. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic University of America, 1937. 375 p.

3013. Pajari, John W. Classification of local units in Minnesota for purposes of school legislation. Doctor's, 1940. Minnesota. 117 p. ms.

3014. Peterson, Roland Winfield. An application of the proposed teacher retirement law to Riley County. Master's, 1939. Kans. St. Coll. 93 p. ms.

*3015. Poe, Arthur Clayton. School liability for injuries to pupils: A study of the legal liability for the injury of children in public schools. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941. 108 p.

Studies court decisions on cases involving injury to pupils in the United States before July 1, 1939. Finds that in 45 States public school pupils do not have the same legal rights for injuries occurring in school that the law allows them when they are engaged in non-governmental functions. Recommends that a study be made of a system whereby a pupil injured in school is assured of proper medical attention and sufficient funds for rehabilitation; that studies be made of the true facts surrounding injuries to pupils in each of the more active phases of education in order to establish sets of principles and practices for the guidance of educators in safeguarding the children in their care; and that directors of school surveys include a section in their reports on the condition of buildings, condition of grounds, administrative practices, and teaching practices in regard to the safety of pupils and that school administrators require complete reports of injuries to pupils in order that the factors which caused the injury may be corrected.

3016. Rockwell, Gerald P. The legal status of school plant sanitation in the United States in 1940. Master's, 1940. Ohio State. 152 p. ms.

Deals with the provisions for school plant sanitation and health regulation found in the school laws of the 48 States. Finds varied requirements, inadequate statutory provisions, and no provision for school plant sanitation in the statutes of three States.

3017. Rogers, D. K. An analysis of educational equalization legislation in Texas. Master's, 1940. North Texas St. T. C.

3018. Rogers, Leo U. Supreme court decisions in Kansas affecting the status of employed teachers. Master's, 1939. Fort Hays Kans. St. Coll. 51 p. ms.

3019. Bonemus, Tom W. The tort liability of the school districts of the Commonwealth of Pennsylvania. Master's, 1939. Temple. 90 p. ms.

3020. Snavelly, Floyd Allen. A survey of the legislation pertaining to elective school officials in Colorado. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 112)

Traces the powers and duties of local boards of school directors as set forth in school laws.

3021. Street, Katharine. Philosophy of and plans for education found in legislative messages of chief executives of Texas. Master's, 1940. Baylor.

3022. Thompson, Silas Wayne. Compulsory attendance laws of selected States with special reference to the Mississippi law. Master's, 1940. Alabama. 101 p. ms.

3023. Van den Brink, John Joe. Legislative control of the secondary school curriculum in selected North Central States. Doctor's, 1940. Nebraska. (Abstract *in*: University of Nebraska. Abstracts of doctoral dissertations, 1940: 184-92)

Attempts to determine what subject matter content is prescribed, permitted, or prohibited by legislative enactment for the secondary schools in those States comprising the area in which the North Central association of colleges and secondary schools functions; and to determine the extent of the legislative control of the curriculum, and of the methods of instruction for the schools of this area.

3024. Webbert, Florence Mae. A study of the effect of state and national legislation on child welfare during the years 1929 to 1940 with particular reference to Colorado and Texas. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 128)

Presents an account of the conditions leading up to national legislation relating to child welfare as enacted between 1929 and 1940, with some of the results of that legislation. Indicates that the present program is basically correct but incomplete and full of defects.

*3025. Weiss, Arnold Erasmus. Some major influences on recent educational legislation in Pennsylvania. Doctor's, 1940. Temple. Philadelphia, 1940. 186 p.

Studies the effect of the State department of public instruction, teacher groups, influential lay groups, and educational surveys on educational legislation in Pennsylvania from 1935 to 1939. Concludes that individual organizations claim a large share of the credit for the success or failure of a particular bill, but that there is usually a compromise of opposing interests before a bill is enacted; that there is no evidence of paid lobbyists, and that each organization reserves the right to its legislative representatives to appear before any committee of the legislature for or against any measure in which the organization is interested; that the tension between the educational and real estate interests would be removed or lessened by increased state and federal appropriations. Shows that the unsolved problems are: adequate support for public education; adequate salaries for teachers in the fourth class districts; and removal of the State department of public instruction from the hazards of partisan politics.

3026. Whittle, Albert R. Court decisions of Georgia relating to County boards of education. Master's, 1940. Georgia. 90 p. ms.

3027. Wilson, Mabel M. A study of existing state and federal legislation which provides for the training of speech defectives. Master's, 1940. Iowa.

3028. Yoss, Fred L. The legal history of the union school district of the City of Jackson, Michigan. Master's, 1940. Michigan.

SCHOOL FINANCE

3029. Bauer, Rev. Edward C. Educational costs in some midwestern parochial elementary schools. Master's, 1940. Catholic Univ. 35 p. ms.

Discusses school legislation of the Roman Catholic church, and the condition of Roman Catholic education in Indianapolis. Finds that the average per capita cost in the four schools studied is \$15.53; that the chief difference in the cost of public schools and parochial schools is in the salaries of the teachers. Shows that there is a need for more educational cost studies in Roman Catholic schools; that parish bookkeeping methods should include more financial details. Concludes that the Roman Catholics are bearing more than their share of educational costs.

3030. Bennett, Harry Appleby. A comparative study of state aid and non-state aid schools in central Texas. Master's, 1940. Texas.

3031. Bentley, Jack Cloyce. Analysis of the distribution of the public school funds. Master's, 1940. North Texas St. T. C.

3032. Boyle, J. M. A comparison of the cost and nature of educational programs in town and rural schools. Master's, 1940. Nebraska. 47 p. ms.

Studies trends in daily attendance and per-pupil costs in rural and town schools of Gage, Jefferson, Thayer, Nukolls, and Webster Counties in Nebraska. Compares and contrasts the elementary schools of the rural and town districts.

3033. Brickels, John L. Financing high school athletics in West Virginia. Master's, 1940. Ohio State. 132 p. ms.

Discusses controls exercised over athletics, financial provisions made for athletics, and the possibility of complete subsidization by boards of education in the future.

*3034. Brouillette, J. W. The third phase of the Peabody education fund. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 6 p. (Abstract of Contribution to education, no. 280)

Covers the period from 1905 to 1914 when the fund ceased to exist officially. Tells the story of the disposition of the fund after the adoption of resolutions on January 24, 1905, to endow George Peabody college with \$1,000,000 and dissolve the trust.

3035. Bryan, Sam Tilden. Teaching cost survey of 38 west Texas high schools. Master's, 1940. Texas Tech. Coll. 54 p. ms.

Compares the credit-hour cost of instruction per pupil in 38 high schools.

3036. Burkholder, R. V. School support in relation to farm practices in the Sargent, Colorado, district, special emphasis being placed on potato culture. Master's, 1939. Colo. St. Coll. 58 p. ms.

Finds that farmers with higher incomes use better farming practices.

3037. Chisholm, L. L. Crucial problems in educational finance in the State of Washington. Journal of the National education association (State college of Washington)

3038. ——— Federal relief and subsidies to states as indirect aid for education. Journal of educational research, 33: 594-600, April, 1940. (State college of Washington)

3039. Culp, Delos Poe. Alabama school revenue from 1900 to 1939. Master's, 1940. Ala. Poly. Inst. 132 p. ms.

*3040. Dailard, Ralph C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. T. C., Col. Univ. Birmingham, Birmingham printing co., 1939. 109 p.

3041. Delong, Lincoln G. Methods of financing public education in the United States. Master's, 1940. Ohio Univ. 96 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 15)

Presents data on the status of certain types of taxes, income from Federal, State, and local governments used for supporting education, and costs per pupil in average daily attendance; and detailed finance programs of New York, California, and Ohio. Indicates that because of the great inequality in educational opportunities in the States, it is imperative for the Federal government to evolve a plan of educational finance which will result in equalization of educational opportunities for the youth of the country.

3042. Featherston, Glenn. State support of the public schools and the school program in Missouri. Doctor's, 1940. Missouri.

3043. Forkner, Hamden Landon. Equalization of Federal aid for vocational education. Doctor's, 1940. California.

Concludes that the present method of allotment of Federal funds, based on population only, is inadequate because it does not provide for varying abilities and varying needs of

the States; that States with the lowest potential tax paying ability are being required to exert an undue amount of effort to match Federal funds; that minimum allotments are justified only from the point of view of initial promotion of a program; that allotments can be equitably made by taking into account the occupational needs of the various States together with a sound measure of the State's ability to support governmental activities; that any attempt to lessen or eliminate special aid to vocational education will meet with stiff resistance from labor, agricultural groups, and organized teaching groups; that Federal aid is needed to assist those States of low economic status in carrying on an adequate program of education for work.

3044. Fox, Robert Bryan. A financial survey of 12 small independent school districts in central Texas. Master's, 1940. Texas.

*3045. Fuller, Edgar. Tort liability of school districts in the United States. Doctor's, 1940. Harvard. 331 p. ms.

Discusses the school district as a public corporation and the problem of tort liability; the majority common law rule in the United States; sovereignty as a basis for school district non-liability for torts; State decisions and governmental function as bases for the rule of non-liability; other reasons given by the courts for the majority common law rule; tort liability of school districts under the common law in the United States; the influence of State constitutions and statutes on the tort liability of school districts; administration of damages and compensation for personal injuries arising from public school work; and the problem of school district tort liability in the United States.

*3046. Gardy, E. Barbara. A critical review of literature on extracurricular finances. Master's, 1940. Maine. 110 p. ms.

Discusses the money involved in extracurricular activities, the gathering of funds, spending and accounting, and education through finances.

3047. Grose, C. Herman. The educational plan as an essential part of the budgetary document. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 127-34)

Traces the evolution of the three part public school budget through five stages. Attempts to determine the extent to which recognized educational authorities in the field of public school finance agree on the concept of the public school budget. Examines the budgetary documents of 382 representative cities in the United States to see if they contain statements of the educational program. Summarizes the principles underlying budget building, and formulates a set of specifications applying these principles to serve as a pattern for the format and content of a public school budget.

3048. Hartman, Jacob W. The cost of education in 18 selected counties of Indiana, 1936-37, emphasizing distinctions between ungraded and graded systems, compared to the cost of juvenile delinquency for a comparable area and period. Master's, 1939. Ind. St. T. C. 46 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 145-46, July 1940)

Compares the amount of juvenile delinquency in certain counties in Indiana having ungraded school systems with certain counties having graded school systems; and compares the educational and juvenile delinquency costs of these counties. Finds that the ungraded systems have a greater percentage of their school enrollment recorded as delinquent than do the graded systems; that the ungraded systems pay a higher per capita cost for both education and juvenile delinquency than do the graded systems.

3049. Harwell, Jesse B. School revenue from the oil industry of Lee County. Master's, 1940. New Mexico. 70 p. ms.

Covers the period from the discovery of oil in 1927 through 1938.

3050. Heischman, Walter B. Financing the Ohio high school's external athletic plant. Master's, 1940. Ohio State. 147 p. ms.

Analyses replies to a questionnaire sent to 183 Ohio high schools. Finds that boards of education, with the assistance of the athletic departments and various community organizations, finance most of the athletic plants.

3051. Henaghty, Robert. The relative ability of second class districts in Oregon to support schools. Master's, 1940. Oregon.

*3052. Holmstedt, Raleigh Warren. State control of public school finance. Bloomington, Indiana university, 1940. 71 p. (Bulletin of the School of Education, vol. 16, no. 2)

Discusses the bases of State control of school finance; the nature and purposes of State control of school finance; and allocation of control in school finance.

3053. Hunt, George Rhyner. A study of the intra-county distribution of certain budgeted current expenditures in New Mexico public schools. Master's, 1940. New Mexico. 147 p. ms.

3054. Kay, Austin Schank. An analysis of school bonding procedure in Central consolidated common school district, no. 3, Angelina County, Texas. Master's 1940. Texas.

3055. Miller, Joseph R. The present status of the public school financial accountant in the larger cities of the United States. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 229-38)

Discusses the functional relationship of the chief financial accountant to other school officials; the method of selection, title, tenure, and age of the chief accounting officer; the preparation, certification, experience, and salary of the chief financial accountant; current opinions on certain phases of the status of the accountant; the relationship of certain factors to the performance of the accounting functions by the accountants; and the performance of the accounting functions. Offers suggestions for improving the status of the public school financial accountant.

3056. Kimbrough, W. H. The financing of inter-school athletics in the high schools of the sixth district of the Alabama high school athletic association, 1939-40. Master's, 1940. Alabama. 70 p. ms.

3057. Lancaster, John Littlepage. The ability and effort of Virginia Counties to support schools. Master's, 1940. Virginia. 116 p. ms.

*3058. McClurkin, William Dean. Refunding Arkansas school bonds. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1940. 8 p. (Abstract of Contribution to education, no. 276)

Discusses the nature and extent of refunding practices in Arkansas since 1930, and includes a history of the bonded indebtedness, the statutory and court regulations facilitating refunding, and agencies used.

3059. Miller, Willis Lionel. The relative ability of the States to finance public education. Doctor's, 1940. Chicago.

3060. Moeller, Hubert L. History of the permanent school fund in Iowa. Master's, 1940. Iowa.

3061. Mohundro, E. E. Centralized internal accounting in the large public high school. Master's, 1940. Baylor.

3062. Oppenheimer, Madeleine. Nursery school costs. 1. Equipment. Master's, 1940. Iowa.

3063. Pfahl, Theodore Rudolph. A survey of extracurricular finance control and accounting procedure in Oregon high schools. Master's, 1940. Washington. 104 p. ms.

3064. Phillips, Ferman. Insurance on school property in Atoka County from 1932-33 to 1936-37. Master's, 1940. Okla. A. & M. Coll.

Attempts to show the relationship between the valuation and the amount of insurance carried on each school building.

3065. Potter, Joe G. A proposed internal accounting system in the large public high school. Master's, 1940. Baylor.

3066. Randel, Charles A. History and growth of equalization fund in Louisiana. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 147)

Studies the equalization principle to determine its usefulness in the educational systems of the United States, the history and growth of this principle in Louisiana, and the plan for distribution of the fund.

3067. Reng, Carl R. A comparative study of the actual and legal tuition costs in 16 school systems in Story County, Iowa, for the years 1935-36, 1936-37, 1937-38. Master's, 1940. Drake. 31 p. ms.

3068. Richards, John A. Federal aid to the States for school capital outlays. Doctor's, 1940. Southern California.

3069. Rickard, Rembrandt Bair. Some contemporary problems in connection with grants in aid, public assistance, public education, public health, and unemployment relief. Master's, 1940. Penn. State.

3070. Rishoi, Roy B. Survey of the inequalities of the tuition burden of common school districts in Brookings County. Master's, 1940. South Dakota. 52 p. ms.

3071. Rose, Oliver Burl. An analysis of expenditures of the Graham high school for 1937-38. Master's, 1939. Agr. and Mech. Coll. of Texas. 36 p. ms.

Finds that expenditures for the main budgetary items compare favorably with other school systems of the State; that instruction cost ran from \$5.00 to \$7.00 per 100 pupil hours of instruction; and that vocational subjects were the most expensive.

*3072. Sattgast, Charles Richard. The administration of college and university endowments. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 125 p.

*3073. Sherrill, Hunting. An analysis of the cost of business education in the Saratoga Springs high school, 1930-40. Master's, 1940. Syracuse. 88 p. ms.

Analyzes unit costs per pupil under business administration, educational administration, instructional service, operation of school plant, maintenance of plant, fixed charges, debt service, capital outlay, and auxiliary agencies.

3074. Slette, Alf Leonard. The cost of education in Will County, Illinois, compared with the costs of other functions of government. Master's, 1940. Colo. St. Coll. of Ed.

3075. Small, William Edward. A survey to determine the exact source and legal allocation of revenues derived from public lands in Arizona administered under the authority of the Taylor grazing act of June 28, 1934. Master's, 1940. Ariz. St. T. C., Tempe. 27 p. ms.

Finds that up to the present time no method has been employed to legally allocate these funds and the school districts entitled to receive them under the law have been deprived of their use; and that new legislation is imperative if a proper return is to be had from this source of revenue and if the public schools are to benefit fully through its use.

3076. Smith, Homer. A student activity fund system for the smaller school. Master's, 1940. Ball St. T. C. 80 p. ms.

Analyzes student activity fund records in 90 schools representing 55 counties of Indiana. Shows the need for an accounting system for student activity funds that is simple enough to be inexpensive and time-saving and complete enough to provide an accurate check on all receipts and expenditures made by the student organizations of the smaller schools.

3077. Stedman, Harry P. An analysis and evaluation of Crane scholarship aid. Master's, 1940. St. T. C., North Adams. 151 p. ms.

Attempts to determine the degree of success attained by 102 former recipients of Crane scholarship aid, evaluates the contributions of higher education, as such, to the degree of success achieved; and evaluates the contributions and policies of Crane scholarship aid.

Shows that Crane scholarship aid, by providing the opportunity for higher education contributed materially to the welfare of society. Recommends more guidance in high school and the administration of vocational aptitude tests to applicants for this scholarship aid

3078. Stoneburner, William Earl. A history of public school finance in Indiana. Doctor's, 1940. Indiana. 155 p. ms.

3079. Strubinger, Howard Michael. Budget requirements of high school departments of vocational agricultural education. Master's, 1940. Illinois.

3080. Stuermer, Karl H. Current school expenditures during the depression years in selected tenure and non-tenure states. Master's, 1940. Nebraska. 73 p. ms.

Compares expenditures for education in tenure and non-tenure states during the period 1929-1936, to determine whether relative decreases in current expenditures were less in tenure than in non-tenure states during the period 1929-1936; and the relationship between State aid and current expenditures and attendance during those years. Concludes that State and Federal aid to schools in the States studied, plus variations in enrollment trends render impossible a statement that tenure assisted materially in maintaining current expenditures.

3081. Summerlin, William Edward. Per pupil costs of subjects in selected Georgia high schools. Master's, 1940. Georgia. 33 p. ms.

Compares per pupil cost of subjects in white schools of Georgia with similar costs in several other States. Finds the cost in Georgia less than in the other States studied.

*3082. Temple, Earl Spencer. An evaluation of State aid in New Hampshire. Master's, 1940. Boston Univ. 94 p. ms.

Gives a brief history of the trend in school support, a statement of the methods of distribution, and discusses the laws governing State support for public schools in New Hampshire, stressing the effect of State aid on teachers' salaries, length of the school year, teacher training, number of teachers and pupils and pupils per teacher in certain types of schools. Finds that money for State aid allotments is obtained from general appropriations and remains the same from year to year; that legislative action has endeavored to keep pace with educational needs; that the training of teachers throughout the State has been raised; that the number of pupils and teachers in one-room rural schools has decreased; and that the number of pupils and teachers in village elementary schools has increased. Concludes that State aid through equalization was reaching and helping the needier districts.

3083. Thompson, Ralph Gordon. Semester credit hour cost, Texas technological college, 1932-1938. Master's, 1940. Texas Tech. Coll. 122 p. ms.

3084. Twidwell, Carl. A proposed plan to reorganize the local financial and administrative school units of McIntosh County. Master's, 1940. Okla. A. & M. Coll.

Finds that the small local school units were poorly administered and inadequately financed; and that the per capita cost in the larger units was less than in the smaller units. Recommends that the 44 local units be reorganized into nine sub-units, seven of which should contain high schools and two should contain only elementary schools.

3085. Walter, John Hurbert. The cost of education in Nye County, Nevada, compared with the costs of other functions of government. Master's, 1940. Colo. St. Coll. of Ed.

3086. Ward, William Lewis. A comparative study of the cost of teaching industrial arts as compared with other laboratory subjects in Robert E. Lee high school of Goose Creek over a three-year period. Master's, 1939. Agr. and Mech. Coll. of Texas. 26 p. ms.

Finds that the cost of instruction for each subject except physics was about the same; that the cost of equipment for industrial arts was higher than the cost for equipment for clothing, biology, general science, foods, art, or bookkeeping, and lower than the cost for typing, chemistry, or physics.

3087. Weatherly, George Clifford. A comparative study of school expenditures in certain independent school districts in Rusk County, Texas, 1932-1938. Master's, 1940. Texas.

3088. Westbrook, Perry. Budgetary procedures in selected public schools of Georgia. Master's, 1940. Georgia. 62 p. ms.

Studies the budgetary procedures in 25 schools. Finds that the budgetary procedures of Georgia school systems fall short of accepted standards

3089. Whitaker, John C. A study of school finance in the common school districts of Gregg County, Texas, 1938-39. Master's, 1940. Texas.

3090. Wilkie, Russell Melvin. The cost of education to Buffalo County, Nebraska, compared with the costs of other functions of government. Master's, 1940. Colo. St. Coll. of Ed.

3091. Wood, Floyd G. Effect of bonded indebtedness on school expenditures. Doctor's, 1940. Yale.

3092. Wright, Roe Murphy. A study of the new state aid provisions with special reference to the schools of Crawford County, Illinois. Master's, 1939. Illinois.

3093. Wyatt, Charles Thomas. Financing rural elementary education in Tennessee, 1873-1939. Master's, 1940. Peabody. 150 p. ms.

Presents a history of the school fund of Tennessee, stressing legislative enactments, sources of fund, apportionment basis, and distribution of funds. Concludes that the general property tax is a hazardous and inequitable source of revenue.

RURAL EDUCATION

*3094. Armour, Pliny Lawrence. A proposed plan for reorganization of public schools, Calhoun County, Texas. Master's, 1940. Texas Coll. of Arts and Inds. 71 p. ms.

Surveys the educational organization and the public schools in 1938-39, to determine the steps necessary to provide equal educational opportunities for all of the school children. Recommends that the schools be organized on the county unit basis, and gives a suggested budget for the consolidated schools.

3095. Aydelotte, William H. A study of health conditions in Fulton County rural schools. Master's, 1940. Georgia. 63 p. ms.

Compares the health conditions in the different schools with each other and with accepted standards. Concludes that better equipment and increased knowledge of good health practices would improve conditions.

3096. Bonham, Ross B. A plan for redistricting Sherman County to afford better educational opportunities for all. Master's, 1940. Nebraska. 57 p. ms.

Analyzes data on enrollment, average daily attendance, number of teachers and their salaries, assessed valuation of district property, mills levied, expenditures, costs per pupil in average daily attendance, and total cost of rural education for the period 1935-1940. Shows that enrollment decreased from 1,122 in 1935 to 808 in 1939; that the lowest per pupil cost on the basis of five-year average daily attendance was \$24.98 and the highest was \$145.19. Concludes that the adoption of the county unit system would simplify taxing and equalize the load.

3097. Boothe, Otto. A comparative study of achievement in one, two, three, and four teacher schools by accredited rural school rating. Master's, 1939. Okla. A. & M. Coll.

Compares the achievement of 6,867 pupils in 213 schools having 388 teachers. Finds a substantial increase in achievement per teacher as between the one and two-teacher schools; improvement is less perceptible in the three teacher schools, but a decided increase is observed in the four teacher schools. Indicates a definite relation between pupil achievement and an increased teaching personnel.

3098. Bouton, Clayton A. A critical study of the present organization of the schools of Albany County and parts of adjacent counties. Master's, 1940. N. Y. St. Coll. for Teach.

3099. Branch, R. M. Diets of rural school children in the Goodman elementary school. Master's, 1940. Alabama. 69 p. ms.

3100. Bryan, Ray James. Unique areas for public relations activities in small agricultural communities. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 119-27)

Examines the implications for public relations of the unique characteristics of small school systems and of small agricultural communities.

3101. Carpenter, George E. The reorganization of Roscommon County school system. Master's, 1940. Michigan.

3102. Chisholm, L. L. Factors in school district reorganization. School review. (State college of Washington)

3103. Coffey, Samuel Joseph. A study of teaching conditions in the white rural schools of Bedford County, Virginia. Master's, 1940. Virginia. 195 p. ms.

3104. Correll, Jesse J. Achievement in rural and village schools of Lancaster County. Master's, 1940. Nebraska. 42 p. ms.

Compares the marks of village and rural school pupils on progressive achievement tests; and the relationship between achievement test scores and State examination grades for rural pupils in the eighth grade in 1939. Finds that 81 percent of rural pupils and 79 percent of village pupils tested were under-age for grade placement. Recommends that kindergarten be added to country schools; that tests be given at the close of the sixth grade to guide remedial work in the seventh and eighth grades; and that a test be required of eighth grade pupils before they enter high school.

3105. Cundiff, George Farel. A study of school units in Sequoyah County to determine whether the number should be reduced. Master's, 1940. Okla. A. & M. Coll.

Points out inequalities and wastes in the white schools of Sequoyah County as they are operating under their present organization. Shows that with a small increase in expenditures, the county could be combined into administrative and attendance units of sufficient size to offer a school program that would meet the needs of the children of the county; and that the slight increase in cost would be due to expanded transportation facilities and the employment of teachers with higher qualifications.

3106. Davis, Richard Norman. A proposed plan of reorganization of the public schools of Grimes County, Texas. Master's, 1940. Texas.

3107. Duling, Lester C. A study of the daily programs of some rural schools of Ohio. Master's, 1940. Ohio Univ. 53 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 16)

Studies the relation of the diversity of curriculum offerings to teacher load.

3108. Emanuel, James Roy. Some of the effects that the development of oil in Young County has had on the educational program of the county. Master's, 1940. North Texas St. T. C.

3109. Ferguson, Robert H. A plan for the advancement of public education under the county unit system in West Virginia. Master's, 1939. Ohio Univ. 240 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 20)

Reveals that the centralized county unit in West Virginia has not the support of any organized, continuous, satisfactory program of public school relations to keep the public informed and to interpret education properly. Suggests a state-wide league of parents with county organizations, employing a State president and executive secretary full time, utilizing research, cooperating with all interested groups, and utilizing every agent and agency available to advance education in order to give the children of West Virginia educational opportunity equal to that afforded the children of other States.

3110. Frisch, Ottilia M. The reorganization of Saginaw County school system. Master's, 1940. Michigan.

3111. Hawes, John Lyman. A study to determine which of four plans is best to serve the educational needs of a rural area already maintaining small central schools (southern Lewis County). Master's, 1940. N. Y. St. Coll. for Teach.

3112. Hurst, Elmo B. A study of how public schools of Jackson County, Oklahoma, are affected by the Oklahoma plan. Master's, 1940. West. St. Coll.

Studies the public schools for white children in the county from 1929-1936 to determine whether or not the Oklahoma plan of financing schools affected enrollment, attendance, and the curriculum. Concludes that there was an increase in enrollment, in average daily attendance, and in the holding power of the high schools, and that the quality of the curriculum was unchanged.

3113. Huston, E. A. The reorganization of Missaukee County school system. Master's, 1940. Michigan.

3114. Lankenau, Paul R. Community backgrounds of educational problems. Master's, 1940. Bowling Green. 91 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 41-42)

Studies the community life of the Ridgeville rural school district, Henry County, Ohio. Concludes that consolidation of the schools of the community was retarded by a racial characteristic of wanting to maintain the "old ways" in education and religion; that unwillingness of part of the community to make the schools attractive to good teachers by paying good salaries, and providing for tenure and providing teacher organizations, made it difficult to hold teachers of good quality, aggravated by the desire of the community to employ local people as teachers regardless of qualifications; that the prevalent idea that manual labor is the only true labor resulted in the withdrawal of pupils as soon as they reached an age when they can legally withdraw from school; that lack of facilities made any attempt to aid the handicapped children difficult; that the large number of religious and social activities of groups in the community made it difficult to schedule school activities; and that minority groups attempted to gain control of the schools in a surreptitious manner.

3115. Lumpkin, Irving Wilbur. A proposed plan of reorganization of the public schools of Fort Bend County, Texas. Master's, 1940. Texas.

3116. McGrath, John J. The status of special services in the rural schools of Massachusetts. Master's, 1940. St. T. C., North Adams. 151 p. ms.

Finds that certain counties were below an arbitrary standard set-up for purposes of comparison.

3117. Marston, William Lloyd. The formal education status of individuals living in Monoma County, Iowa, between 15 and 30 years of age. Master's, 1939. Iowa State. 112 p. ms.

Compares the highest grades completed by 864 people living in different types of school districts. Indicates that the type of school district affects the educational status of this age group.

3118. Mishey, Leslie F. Present practices and possible economies in the Huron County, Ohio, schools. Master's, 1940. Ohio State. 72 p. ms.

Surveys the administration of school supplies in the 17 local school districts in the county.

3119. Murphy, Beatrice S. Conditions which impede progressive education in the small rural school. Master's, 1940. East Texas St. T. C. 110 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 45-46)

Indicates that the children in the small rural schools lack rich and varied home experiences, desirable school buildings and equipment, capable teachers, suitable curriculums, and proper supervision.

3120. Poulsen, Esther Ruth. A guide for utilizing community resources in Santa Barbara County schools. Master's, 1940. Stanford.

3121. Rehrig, Charles Walter. A study of rural schools in Laramie County, Wyoming. Master's, 1940. Wyoming. 119 p. ms.

3122. Roberts, W. Leroy. The rural school as a community center. Master's, 1940. West Texas St. T. C.

3123. Roethig, Carl D. The advisability of organizing the rural schools of Outagamie County into a county unit. Master's, 1940. Wisconsin.

3124. Rogers, Dale. A proposed plan for the reorganization of the rural schools of Seminole County, Oklahoma, in the face of diminishing revenues. Master's, 1939. New Mexico. 92 p. ms.

3125. Ross, Ernest Lafayette. An educational study of Bradley County, Tennessee. Master's, 1940. Tennessee. 92 p. ms.

Presents facts about the history of the county, its economic and social status, and various phases of its school system. Offers suggestions for improving the educational program of the county.

3126. Rucker, Vernon Lee. A proposed reorganization of the Concho County, Texas, public schools. Master's, 1940. Texas.

*3127. Seay, Maurice F. and Clark, Harold F. The school curriculum and economic improvement: a progress report of the first year of an experiment in applied economics. Lexington, University of Kentucky, 1940. 121 p. (Bulletin of the Bureau of school service, vol. 13, no. 1)

Determines the results of an educational program focused upon the problem of diet, conducted by the teachers of the one-teacher schools of selected communities.

3128. Smith, Hubert T. A survey of educational factors of Livingston County as a basis for possible reorganization. Master's, 1940. Michigan.

3129. Sutherland, Joshua Hoge Tyler. A study of the school system of Dickenson County, Virginia. Master's, 1940. Virginia. 273 p. ms.

*3130. Van Keuren, Edwin. A critical examination of the existing district organization of schools in Hunterdon County, N. J. Doctor's, 1940. New York. 231 p. ms.

Concludes that the present organization of schools is inadequate to meet modern educational needs. Recommends that all present districts be abolished and reorganized into four community districts; that the number of school buildings be reduced from 75 to 23, abolishing all one and two teacher schools. Indicates that the cost of reorganization, which would provide increased educational services and new consolidated schools, is commensurate with the educational values involved.

3131. Whiting, Maysel. Index numbers for schools of Roane County, West Virginia. 1938-1940. Master's, 1940. Duke. 55 p. ms.

Presents an index number of 20 traits, and index numbers based on ranks, equal weighting, and upon a selected list of arbitrary weights.

3132. Wilson, Chris. The reorganization of a county school district—Pendleton County, Kentucky. Master's, 1940. Cincinnati. 165 p. ms.

Describes the reorganization of the school system and proposes a program of education involving better curricula, more teachers, and better bus service to the extent permitted by the budget.

3133. Woodard, John Allen. An analysis of the utilization of community resources in the educational program of Wise County, Texas. Master's, 1940. North Texas St. T. C.

CONSOLIDATION

3134. Alford, Harold D. Procedures for school district reorganization. Doctor's, 1940. T. C. Col. Univ.

Attempts to ascertain the provisions of the existing statutes dealing with district reorganization and how they operate, to find factors and procedures that are responsible for delaying or preventing redistricting, and to determine principles that should control the procedures in a program of reorganization.

3135. Cameron, Jane. County consolidation in Tennessee. Master's, 1940. Tennessee.

Recommends the consolidation of the poorer, smaller counties with the larger and wealthier counties, to insure a balanced political unit with mixed resources and a plurality of interests and occupations, and to reduce the cost of administration of county government.

3136. Chisholm, L. L. Washington recognizes its school districts. School executive, 59:7-8, August 1940. (State college of Washington)

3137. Hassler, Arthur August. Trends in consolidation in the schools of North Dakota. Master's, 1940. St. Coll. of Wash. 70 p. ms.

Studies trends in school district reorganization, and in transportation, school finance, and attendance. Finds that there was a tendency toward consolidation until 1920, and that since that time there has been some trend away from consolidation.

3138. Henson, Eloise M. The growth of children in consolidated and non-consolidated school environments. Master's, 1940. Iowa.

3139. Hickling, Claude. A study of the educational needs and resources in the area included in the Charlotte valley central school. Master's, 1940. N. Y. St. Coll. for Teach.

3140. Iverson, Justin C. Reorganization of the schools of Winnebago County, Iowa, on a county unit plan. Master's, 1940. Iowa.

3141. Johnson, James Alcey. A study of consolidation and pupil transportation in Bedford County schools. Master's, 1940. Virginia. 201 p. ms.

3142. Jones, Oliver Theodore. The growth of the county unit system of Sterling County, Texas. Master's, 1940. Texas Tech. Coll. 26 p. ms.

Finds that the county unit system has been functioning successfully in this county since 1919, providing a more adequate school plant than the old type school, is better equipped, has better membership and attendance, has a more comprehensive course of study, and has been in a sound financial condition for a number of years.

3143. Jones, R. Lloyd. Redistricting and consolidation of the school districts of Potter County. Master's, 1939. Temple. 55 p. ms.

3144. Rion, James Wallace. Consolidated schools in South Carolina (white). Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 204.)

Shows that the consolidation of schools in South Carolina has taken place in an evolutionary fashion as the only power to consolidate schools lies in the hands of the school board; that the consolidated schools are still small and are located within the communities they serve.

3145. Shelton, Edward James. Patron evaluation of consolidation in the Colwell district, Colwell, Iowa. Master's 1940. Iowa.

3146. Shulman, Robert. Placement and follow-up activities in the centralized schools of New York State. Master's 1940. N. Y. St. Coll. for Teach.

3147. Slaughter, William P. Accessibility of Hunt County schools through consolidation. Master's, 1940. East Texas St. T. C. 67 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 54-55.)

Concludes that there is a waste and a duplication in the county transportation system; that there are many unnecessary school districts; that administrative costs would be reduced by a rearrangement of districts; that consolidation would result in a better quality of teaching, and in accessibility of the schools.

3148. Sloan, Viva Odean. A suggested program of reorganization for the schools of Wayne County, Kentucky. Master's, 1939. Kentucky. 206 p. ms.

Surveys the enrollment, transportation, teachers in service, location, and distribution of schools in the county. Points out inequalities of educational opportunity in connection

with school costs, school size, location of schools, buildings and grounds, length of term, and educational equipment and supplies. Proposes a reorganized program to improve administrative relationships, operation and maintenance of the school plant, educational facilities within the buildings, and method of financing a long term program of education.

3149. Stocker, Clifford Alvin. Consolidation of certain school districts in southern Polk County, Oregon. Master's, 1940. Oregon St. Coll. 77 p. ms.

3150. Whitelaw, Betty Katherine. State centralization: a trend in public education, 1930-1940. Master's, 1940. Chicago.

3151. Wilson, J. D. A county unit system of education for Cottle County, Texas. Master's, 1940. Texas Tech. Coll. 87 p. ms.

Explains the county unit system as it is now being used by some counties, and presents a county unit plan for this county, pointing out the benefits to be derived from such a reorganization.

3152. Wilson, Leonard J. Patron evaluation of consolidation in the Modale, Iowa, school district. Master's, 1940. Iowa.

3153. Winner, Herbert Adrian. A proposal for larger administrative units for the public schools of Teton County, Montana. Master's, 1940. Iowa State. 107 p. ms.

Finds that under the system of small administrative units unnecessary inequalities in tax burden, teachers salaries, and educational opportunities for pupils exist. Proposes a plan for the reorganization of administrative units and discusses the possible effectiveness of this proposal.

TRANSPORTATION

*3154. Afferbach, Calvin E. State supervision relative to the transportation of school children in Delaware. Doctor's, 1939. New York. 106 p. ms.

Deals with the origin and historical development of pupil transportation; its legal basis; its growth and cost in Delaware; public conveyance vs. private allowance; the school bus; qualifications and duties of school bus drivers; ownership of conveyances; the distance from home to school as a factor in allowing transportation benefits; the route; transportation in Delaware as compared with transportation in North Carolina, Maryland, Pennsylvania, New Jersey, New York, and Indiana; and basic principles underlying pupil transportation. Offers suggestions for improving the transportation system, for the safety of the pupils while being transported, and for more adequately equalizing educational opportunity.

3155. Beighle, Dan. A survey of certain selected school bus transportation systems. Master's, 1940. Washington. 72 p. ms.

Studies administrative procedures followed in several schools having extensive transportation systems.

3156. Collins, Virgil. Certain aspects of time and distance factors of school bus transportation in Marshall County, Alabama. Master's, 1940. Alabama. 100 p. ms.

3157. Ferguson, Harvey Hartness. The development of school transportation in Georgia and a comparison of the two forms of ownership of equipment. Master's, 1940. Georgia.

Concludes that county-owned busses are safer and more economical.

3158. Frey, Harry Clifford. A study of pupil transportation in Wayne County, Ohio, with recommendations for improvement. Master's, 1940. Michigan.

3159. King, Javan Irvine. A survey of pupil transportation in Lorain County, Ohio, 1939-40. Master's, 1940. Ohio State. 172 p. ms.

Surveys bus routes, equipment, and costs. Recommends the elimination of overlapping routes by the adoption of a county unit and the appointment of a transportation supervisor to promote centralization and efficiency.

3160. Lash, Donald Ray. A study of the school bus safety situation. Master's, 1940. Indiana. 126 p. ms.

*3161 Meadows, Austin Ruel. Safety and economy in school bus transportation. Doctor's, 1940. T. C., Col. Univ. Montgomery, Ala., 1940. 288 p.

Discusses the development of school bus transportation, criteria and classification of standards; school bus specifications; the school bus driver; routes and schedules; and management of school bus transportation.

3162. Molsberry, Wilbur Winfred. Transportation accounting in certain consolidated schools of southwestern Iowa. Master's, 1939. Iowa State. 83 p. ms.

Presents data relative to the number and kinds of vehicles used for transporting pupils, and per pupil costs. Finds the cost accounting forms used in these schools inadequate, and offers suggestions for more efficient forms.

3163. Petty, Jesse. Pupil transportation in Monroe County, Ohio. Master's, 1940. Ohio State. 84 p. ms.

Concludes that school-owned busses offer a better type of transportation.

3164. Stevenson, George W. A case study of school transportation in 12 Wisconsin school districts. Master's, 1940. Iowa.

SUPERVISION AND SUPERVISORS

3165. Adams, May Landers. Four years of supervision in an Alabama rural school. Master's, 1939. Peabody. 251 p. ms.

3166. Badgley, Howard J. Supervisory practices in an Ohio (Clermont) County. Master's, 1940 Cincinnati. 153 p. ms.

Traces the development of county supervision in Ohio and surveys current practices. Finds that supervision has lagged behind other developments in rural education, and stresses the need for more investigations of a similar nature.

3167. Bailey William Gerrald. An evaluation of supervision in Louisiana with special reference to the parishes of Jackson, Winn, and Lincoln. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 122-23)

Finds that the general supervisors ranked their activities in the order of importance to them: individual conference, observation, helping teachers to understand and to adjust courses of study in prevailing conditions, teachers' meetings, intervisitation of teachers, use of experimentation, professional readings, demonstration teaching, organizing and encouraging extracurricular activities, encouraging summer school attendance, testing programs, and office work. Shows that the teachers feel that much good has been accomplished through some of these activities, but that failure to render help through other activities shows weakness in the supervisory program.

3168. Bain, Ethel M. The status of the assistant to the county superintendent in Texas. Master's, 1940. Texas Tech. Coll. 115 p. ms.

Finds that the academic training and salary of the assistant county superintendent are low. Recommends that they be selected on a professional basis, be well trained academically, and have had secretarial training.

3169. Bell, Roscoe Carter. A study of the qualifications and duties of the county superintendents compared with those of the public school administrators of Colorado. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 20-21)

Analyzes the teaching experience, academic training, salaries, and tenure of the county superintendents of Colorado; and compares their qualifications with those of the administrators of schools accredited by the North Central Association of Colleges and Secondary Schools.

3170. Blume, Clarence E. A study of supervisory techniques in certain junior high schools. Master's, 1939. Minnesota.

Studies supervisory practices in six Minneapolis junior high schools. Finds that principals are aware of supervisory problems, many of which are unsolved; that teachers favor

classroom visitation, intervisitation, teachers' meetings, and departmental meetings. Concludes that supervision must be directed toward in-service training through study of problems of the school.

*3171. Bock, Thomas A. The evolution of the functions of the county superintendent of schools in Pennsylvania. Doctor's, 1940. New York. 234 p. ms.

Reviews the origin and historical development of the statutory and nonstatutory functions of the county superintendent of schools; the factors which gave rise to and conditioned the development of these functions; and the influence of these factors on the current status and the future development of the office of county superintendent of schools in Pennsylvania.

3172. Bruno, Louis Victor. An investigation of community relations of 20 public school superintendents of Washington. Master's, 1940. Washington. 80 p. ms.

Examines relationships existing between superintendents and the community, including such personal items as membership in lodges, clubs, and churches, and school resources used to interpret the school to the community.

3173. Carrell, Theresa. A study of county supervision as related to teacher-supervisor attitudes and relationships. Master's, 1940. East Texas St. T. C. 148 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 16-18)

Finds that college training and teaching experience do not take the place of the need for counsel and guidance of teachers in service; that trained, experienced teachers feel the need for aid more in some instances than do untrained and inexperienced teachers; and that teachers find classroom visitation, individual conferences, and study bulletins and outlines the most helpful methods of supervision.

†3174. Confrey, Burton. Educational and vocational supervision for Catholic schools. Manchester, N. H., Magnificat press, 1940. 307 p. (Mount Mercy college)

Discusses the Catholic philosophy of education and vocational supervision, moral training, regulating the emotions, social guidance, physical training, and student personnel work.

3175. Cripe, Frederick Florian. A comparative study of the requirements in the various States for superintendents' and principals' credentials. Master's, 1930. Washington. 58 p. ms.

Finds that the requirements vary greatly in the 35 States studied, and that some States are now increasing their requirements. Recommends uniform requirements.

3176. Davidson, Elvira. Trends in public school supervision. Master's, 1940. North Texas St. T. C.

3177. Dodson, Gordon O. The duties of the county superintendents of schools in Texas. Master's 1940. East Texas St. T. C. 135 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 23-25)

Studies the duties of 195 county superintendents in Texas. Recommends that training, experience, and ability be given primary consideration in choosing a county superintendent; that the minimum educational requirements be raised beyond that of any other educational position in the county.

3178. Edwards, David Allison. The budgeting of superintendents' time in small independent accredited schools in Texas. Master's, 1940. Texas Tech. Coll. 75 p. ms.

Concludes that time should be budgeted for all duties, and that more thought should be given to the relative importance of each major duty of the superintendent as it contributes to successful school administration. Recommends that more emphasis be given to the study of the administration of small school systems.

*3179. Edwards, Ralph M. The county superintendent and rural school supervision. Master's, 1940. Kans. St. T. C., Emporia. Emporia, Kansas State teach-

ers college, 1940. 67 p. (Bulletin of information, vol. 20, no. 7. Studies in education number. Twentieth of the series)

Gives a brief history of rural school supervision. Tries out a long range program of supervision among one and two teacher schools in a rural county not densely populated in Kansas. Shows that properly planned supervision will help the rural teacher to improve her teaching.

3180. Garner, Raymond A. Some vital factors in the professional experiences of superintendents in the smaller schools of Michigan. Master's, 1940. Michigan.

3181. Greer, Edith Simanek. The relationship of the Nebraska county superintendent to high school education. Master's, 1940. Nebraska.

3182. Hanson, Joseph. The preparation of the superintendent of schools. Doctor's, 1939. Minnesota.

Attempts to determine strengths and weaknesses of the present preparation of school superintendents.

†3183. Hughes, J. M. The attitudes and preferences of teachers and administrators for school supervision. Evanston, Ill., Northwestern university, 1939. 48 p. (Northwestern contributions to education, School of education series, no. 12)

Analyzes more than 300 ratings made by a teaching group and by an administrative group. Shows that the high-school administrators differed materially from the others in the judgments expressed, and that in general the teaching and administrative groups showed marked agreement.

3184. Jacobs, Bertye Hortense. A study of supervision in an elementary school of San Antonio, Texas. Master's, 1940. Texas.

3185. Lewis, Robert W. A historical outline of the State superintendency in the State of Kansas. Master's, 1940. Kans. St. T. C., Emporia. 189 p. ms.

3186. McAlister, B. B. The county and city superintendencies of New Mexico: a comparative study. Master's, 1940. New Mexico. 110 p. ms.

3187. Moore, Clarence Carl. An evaluation of the curriculum offered superintendents by institutions of higher learning. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

3188. Nocka, Elmer. Supervision of school attendance in Cincinnati. Master's, 1940. Cincinnati. 226 p. ms.

Studies the history and present status of supervision of school attendance. Finds 2 percent of illegal nonenrollment in Cincinnati public schools. Stresses the need for an enlarged attendance staff. Suggests follow-up studies of pupils leaving school, with a view to improvement of the curriculum.

3189. Pennington, Jesse I. A program of supervision for a small school system. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series, vol. 26, no. 3: 96)

Places emphasis on personal supervision.

*3190. Pilbeam, Jessie Edgerton. A study of the supervision and teaching of music in the centralized schools of Oneida, Onondaga, and Madison Counties: the supervisory and teaching program of vocal and instrumental music in the central rural schools in three counties of central New York, 1938-39. Master's, 1940. Syracuse. 141 p. ms.

Attempts to determine the supervisory and teaching load of the music supervisor and teachers in these schools; their preservice and in-service training; the curricula, methods, and materials of teaching, tests and measurements, and remedial treatment used in these schools; and the values to music supervisors and teachers accruing from their relationship with local, county, state and national associations, and with the State department of education.

3191. Powell, Mary Belle. The supervision of audio-visual instruction. Master's, 1940. Texas.

3192. Powell, William L. A study of the qualifications of school superintendents. Master's, 1940. East Texas St. T. C. 76 p. ms. (Abstract *in*: East Texas State teachers college. Graduate studies, 1940: 49-50)

Analyzes replies to a questionnaire on the essential qualifications of school administrators received from 70 superintendents in West Texas. Concludes that they must have good health, be well trained, have high moral standards, be religious, have a broad understanding of human nature, have a pleasing personality, have a belief in the ideals of democratic government, and be leaders.

3193. Richey, Ralph S. The amount and value of supervision in rural Ohio schools as reported by teachers. Master's, 1939. Ohio Univ. 41 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1939: 57)

Attempts to determine the use made of nine supervisory techniques in Ohio rural schools as shown by replies to 599 questionnaires. Finds that the techniques most valued by the teachers were: Teachers' meetings, observation of teaching, and post-visitation conferences. Sets up higher standards for supervision.

*3194. Richter, Charles Oscar. The nature and extent of supervision given elementary school teachers by a selected group of union superintendents in Massachusetts. Master's, 1940. Boston Univ. 99 p. ms.

Surveys general supervisory practices and compares them with theoretical standards. Lists the supervisory technics used according to frequency of use: classroom visitation, individual conferences with teachers, encouraging professional study, general faculty meetings, use of standardized tests, intervisitation in other school systems, supervisory bulletins, group meetings, intervisitation within the system, demonstrations by teachers, demonstrations by the superintendent, and meetings with building principals.

3195. Robinson, John V. An investigation of elementary teachers' attitudes toward supervisory practices in the classroom. Master's, 1939. Ind. St. T. C. 69 p. ms. (Abstract *in*: Indiana State teachers college. Teachers college journal 11: 143-44, July 1940)

Attempts to determine the value of the different supervisory techniques and devices used in the classroom; to determine some of the qualities of supervisors which are most appreciated by teachers; to determine the teachers' attitudes toward different types of classroom supervision; to determine the forms of supervision which have been the greatest aid in improving teaching; and to secure from teachers their suggestions for improving supervision. Analyzes replies to a questionnaire given to the elementary school teachers in Indianapolis, Ind. Finds that teachers like to be given greater responsibility; that they want the supervisors to show them where to place emphasis on each subject and how to make sufficient progress to meet accepted standards; that they think the supervisor should give demonstrations of model lessons and hold conferences with teachers more often; and that they feel the principal is the most logical supervisory official.

3196. Ruff, Otto B. Trends in the Nebraska public school superintendency. Master's, 1940. Nebraska. 55 p. ms.

Studies the status of superintendents in major and minor accredited Nebraska public school systems from 1912-1937. Shows that by 1922 all school systems studied had a superintendent; that in 1912 four women served as superintendents; that 26 women served in that capacity in 1922; that in 1937 women constituted less than 1 percent of all superintendents; that in 1937-38 superintendents as a group had more training than at any previous time. Presents a composite picture of superintendents in 1937-38.

3197. Schranz, Vernon C. The allocation of administrative and supervisory responsibilities in the undivided six year high schools of Minnesota. Master's, 1940. Minnesota.

Attempts to determine the nature and extent of the duties and responsibilities of the superintendents and high-school principals of 6-year high schools in Minnesota. Finds that the superintendent assumes a large majority of the administrative and supervisory duties, leaving the principal chiefly responsible for duties of a clerical nature; and that in only a few school systems has an attempt been made to clearly define the lines of authority for superintendent and principal. Suggests the part that some of the small schools might play in a program of in-service training for principals.

3198. Selke, Erich. An analysis and evaluation of the courses in elementary school supervision offered in colleges, normal schools, and universities. Doctor's, 1933. Minnesota. 66 p. ms.

3199. Stansbury, E. B. The status of the State directors of health and physical education in the United States. Bowling Green, Western Kentucky State teachers college, 1940. 26 p. ms.

Attempts to determine the extent of the administrative set-up, the personal qualifications, duties and affiliations of each State director of health and physical education. Finds that 25 States have State syllabi and State directors of health and physical education; that 38 States have legislation concerning physical education, and 40 States have prepared syllabi. Indicates that assistants and co-workers are found in numbers according to the population and the general economic condition of the individual States; that a major in physical education appears more regularly on the undergraduate level of the directors than on the graduate level; that 51 percent of the State directors have had experience as high school instructors. Finds that if these directors are to perform their duties adequately and advantageously, political influence must be cut to a minimum. Recommends that the States require an open competitive civil service examination before appointments to the State directorships can be made, and the final selection be made by a committee.

3200. Swengel, Marcus L. Role of the supervisor in supervised correspondence study. Master's, 1940. Nebraska. 77 p. ms.

Analyzes 44 replies to a questionnaire sent to 83 supervisors of correspondence study. Concludes that a correspondence study supervisor should register the student and order the course, establish a filing system, provide a place to work and time for study, aid in the selection of course, provide a student with needed supplementary materials, encourage the worker, and coordinate correspondence study with school work.

3201. Timbers, Michael H. A study of the supervisory responsibilities of department heads for industrial arts departments in cities of a population between 250,000 and 500,000. Master's, 1940. Stout. 64 p. ms.

3202. Trower, Oscar Claud. Tenure and its relations to the salary of superintendents of secondary schools in the Northwest Missouri State teachers college district of Missouri, 1930-1939. Master's, 1940. South Dakota. 38 p. ms.

3203. Von Eschen, Clarence Raymond. An evaluation of a supervisory program with seventh and eighth grade teachers in rural schools of the State of Wisconsin. Doctor's, 1940. Wisconsin.

3204. Wochner, Raymond E. Status of the Nebraska public school superintendent. Master's, 1940. Nebraska. 93 p. ms.

Presents a composite picture of the superintendents of Nebraska.

3205. Wygal, John Carlisle. A view of rural elementary supervision in Virginia. Master's, 1940. Virginia. 130 p. ms.

PRINCIPALS

3206. Chapman, Elmer J. Trends in the thought concerning the high school principalship revealed in the columns of the *School review* from 1919 to 1939. Master's, 1940. Michigan.

*3207. Cutts, Cecil Jewett. Tenture of principals in the Class A secondary schools of Maine from 1929 to 1938. Master's, 1940. Maine. 59 p. ms.

Studies the service reports of 240 accredited Class A high schools and academies of Maine having a size range of from 2 to 70 teachers and a pupil population of from 8 to 2,000, to determine the median tenure of the principals, the annual turnover each year from 1929 to 1938, the relation of tenure to salaries, the relation of tenure of principals to the number of teachers in the school, and the extent to which salaries are in accord with the size and responsibility of the position. Recommends the passage of a tenure law in Maine, the adoption of a minimum salary schedule, which taken together might hold experienced workers in the secondary schools for longer periods of time.

3208. Drummond, Harold Dean. The status of the junior high school principal in Texas. Master's, 1940. Colo. St. Coll. of Ed.

3209. Duke, Ralph Leonard. Administrative and supervisory duties of elementary school principals in small Texas cities. Master's, 1940. Texas.

3210. Estes, James Welford. A study of the salaries of principals in relation to their experience and training and to the size of their schools in 80 selected rural high schools in Virginia, 1929-1939. Master's, 1940. Virginia. 154 p. ms.

3211. Fraser, *Sister Mary* of St. Felicia. Duties of the principal in the Catholic elementary school. Master's, 1940. Boston Coll.

3212. Freil, Eugene L. Principles that underlie some of the more recent judicial decisions of the New York Commissioner of education with respect to the certification and dismissal of principals and teachers. Master's, 1940. N. Y. St. Coll. for Teach

3213. Gray, Lloyd C. The status, duties, and administrative procedures of the principals of Noble County. Master's, 1940. Ohio State. 86 p. ms.

3214. Johnson, Iner V. State requirements for the certification of secondary school principals. Master's, 1940. Minnesota.

Finds that requirements vary from State to State; that 30 States issue specific certificates for secondary school principals, with 20 States requiring the M. A. degree; that previous teaching or administrative experience is required in all but three of these States; and that 16 States issue more than one grade certificate.

*3215. Manze, William Lawrence. The training, experience, and duties of New Jersey secondary school principals in communities of 5,000 to 15,000 inhabitants. Master's, 1938. N. J. St. T. C. 67 p. ms.

*3216. Meyer, Nathan Gible. The status of the teaching-principal in Pennsylvania. Doctor's, 1940. New York. 210 p. ms.

Analyzes replies to a questionnaire sent to 1,027 teaching-principals in all but one county in Pennsylvania. Finds that the teaching-principals in the urban schools are more mature than they are in the rural schools. Shows that many of these principals are in charge of schools having inadequate enrollments, school plants, and facilities; and that many of the schools should be reorganized into larger administrative and attendance units.

3217. Miller, W. Fred. The status of the high school principal in Arizona. Master's, 1940. Arizona. 117 p. ms. (Abstract *in*: University of Arizona record, vol. 34: 49)

Gives a composite picture of the Arizona high school principal. Recommends that students planning to enter the high school principalship serve as a high school teacher for a minimum of three or four years; that they attend summer school, taking courses in the administrative field; that they ask to assist in certain administrative duties; and that they keep informed by reading professional books and magazines. Suggests that men already serving as principals make a constant study of education; teach at least one class; and be active in his community.

3218. Musson, Alpha Russell. The high school principal as the supervisor of instruction in the Michigan class B high schools. Master's, 1940. Michigan.

3219. Nelson, George. The status of the high school principal in Oregon. Master's, 1940. Oregon.

3220. Parrish, Reta Goodwin. In-service training needs of Oklahoma Negro principals. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 92-93)

Analyzes returns to a check-list sent to school principals.

3221. Rodgers, John Ormand. The status of the principal-coach position in three central Texas counties. Master's, 1940. Texas.

3222. Shelton, L. G. An analysis of the major jobs of a rural high school principal. Master's, 1939. Va. Poly. Inst.

3223. Shelton, Walter F. A basis for the selection of elementary school principals: a comparison of a standard with the practice in the field. Master's, 1940. West Texas St. T. C.

3224. Silver, Grant Mason. Relationship between the principal and superintendent in the high schools of Iowa with an enrollment between 100 and 200. Master's, 1939. Iowa State. 90 p. ms.

Finds that the duties and functions of principal and superintendent are not clearly defined by law; that principals have complete authority over few administrative and supervisory functions; and that in most of the schools the principal and the superintendent jointly perform several of the duties and functions.

3225. Sletten, Vernon Obert. An analysis of the present qualifications and status of high school principals in Montana. Master's, 1940. Washington. 94 p. ms.

Surveys the high school principalship in 165 high schools in Montana, and concludes that the duties of the high school principal have not been determined.

3226. Smith, Donald Vinson. A study of the elementary school principal in Indiana. Master's, 1939. Ind. St. T. C. 66 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 139, July 1940)

Finds that 61.5 percent of the elementary school principals were men; that the typical principal had a total educational experience of 25.5 years; that 55.8 percent of the principals had a master's degree; and that the median salary was \$2,091.05.

3227. Sullivan, Van L. Desirable qualifications for an elementary school principal. Master's, 1940. Arizona. 134 p. ms. (Abstract in: University of Arizona record, vol. 34: 66-67)

Outlines the desirable qualifications for an elementary school principal with respect to personality, experience, certification, residence, supervision, relation to the community, and academic and professional requirements.

3228. Talley, C. Bliss. The status of the principals of the recognized public four year high schools of Illinois. Master's, 1940. Michigan.

3229. Walker, Kenneth B. The probable effect of the 1936 and the 1940 ruling of the State board of education of the State of New Mexico on the high school principal. Master's, 1940. North Texas St. T. C.

3230. Walker, Robert Edwin. The relation of the principal of the small high school to his community. Master's, 1940. Pittsburgh.

3231. Wetzel, Milo M. A survey of remedial measures attempted by 38 high school principals in South Carolina in connection with disciplinary problems referred to them. Master's, 1940. Michigan.

3232. Wheeler, Russell G. A study of the factors relating to the frequent changes of principals in the small schools of Arizona. Master's, 1940. Arizona St. T. C. 94 p. ms.

*3233. Wilson, Helen. The assistant-to-principalship in New York City schools: its history, status, and opportunities. Doctor's, 1940. New York. 260 p. ms.

Studies the major activities of an assistant-to-principal whose duties are any of the duties of the principal reassigned on a delegated basis.

3234. Witherspoon, Ralph L. The elementary school principal: a study based on the authority of 19 educational leaders as found in the literature. Masters, 1940. Michigan.

SCHOOL MANAGEMENT

3235. Corse, Chancy Henry. An evaluation of the educational qualifications and functions of the business managers in the school systems of Texas with a scholastic population of 1,000 or more. Master's, 1940. North Texas St. T. C.

†3236. Dean, Joel. The management counsel profession. Bloomington, Indiana university, 1940. 89 p. (Indiana university publications. Social science series no. 2)

Discusses the nature and scope of professional management counsel; engagement of consultants; factors affecting success of consulting engagements; and benefits to be expected

3237. McCartney, Ruth Evelyn. Some principles of personnel management application to the public school. Master's, 1940. Iowa.

ATTENDANCE AND CHILD ACCOUNTING

3238. Clark, Harmon Paul, jr. A comparison of teacher and pupil absences in two schools systems having different sick leave regulations. Master's, 1940. Stanford.

3239. Cunningham, Margaret Rosaltha. A study of causes of absence in relation to socio-economic status. Master's, 1940. Texas.

3240. Drager, William C. A collection of educational terms and definitions in the fields of child accounting and compulsory education. Master's, 1940. Ohio State. 116 p. ms.

Shows a need for a uniform terminology; a need for uniform records and reports; and a standardization of laws pertaining to child accounting and compulsory education.

3241. Groop, John. Causes of absence and the relation of absences to school marks in the Escanaba high school. Master's, 1940. Michigan.

3242. House, Clifford R., jr. The history and status of school attendance in Covington, Kentucky. Master's, 1940. Cincinnati. 159 p. ms.

Surveys and analyzes the attendance department of the Covington public schools, historically and topically. Shows the need for investigating the effect upon attendance of increased school facilities and newly established social service agencies.

3243. Jennings, Charles Leonidas. A study of rural school attendance. Master's, 1940. Virginia. 117 p. ms.

3244. Johnson, Paul F. An analysis of the decrease in grade population in the high schools of Ringgold County from 1930 to 1939. Master's, 1940. Iowa.

3245. McCarthy, Florence N. An analysis of the extent of non-attendance in two Buffalo high schools. Master's, 1940. Canisius. 36 p. ms.

Studies the relation between attendance and achievement in two high schools.

*3246. McNicholas, Martin L. Child accounting in Catholic elementary schools. Doctor's, 1931. Catholic Univ. Washington, D. C., Catholic university of America, 1931. 92 p.

3247. Mitchell, Grace E. The development of compulsory attendance in the Detroit public schools. Master's 1940. Michigan.

3248. Monts, Rufus Michael, jr. Demographic factors associated with non-enrollment in school among white and Negro children in 159 counties in Georgia. Master's, 1940. Georgia. 40 p. ms.

Studies the extent to which a number of pupils per teacher, non-attendance ratio, illiteracy ratio, and property valuation are associated with the non-enrollees in the various counties.

3249. Morrison, John H. The administration of attendance by the county systems of the State of Ohio. Master's, 1940. Wittenberg 65 p. ms.

Studies the administration and practices in the county systems of Ohio in an attempt to formulate a more satisfactory plan of administering and enforcing school attendance. Shows the need for State leadership, qualified attendance officers, and a uniform State program with definite regulations regarding absence.

3250. Rich, Glenn A. A study of absences in the small high school. Master's, 1939. Bowling Green. 70 p. ms. (Abstract in: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 58-59)

Studies the absences of 179 pupils in the ninth, tenth, eleventh, and twelfth grades of a small high school from September 1936 to June 1937. Concludes that there was little difference in the number of absences between the boys and girls; the girls were absent more than the boys because of illness, and the boys were absent more than the girls because of work; that the ninth grades had the best attendance; and that more than half of the absences could have been avoided.

CLASSIFICATION AND PROMOTION

3251. Anfinson, R. Non-promotion and social adjustment of children in elementary schools. Doctor's, 1939. Minnesota. 140 p. ms.

Studies the effect of age, MA, time in school, sex, socio-economic status, and marks on a test of social adjustment on promotion of elementary school children. Finds a significant difference in social adjustment and adjustment toward school between regularly promoted pupils and non-promoted pupils.

3252. Dunaway, Dorothy. An analysis of grade placement in selected grades in the Ashburn, Georgia, school system. Master's, 1940. Georgia. 43 p. ms.

Finds 15 percent of the children advanced, and 35 percent retarded.

*3253. Fanning, Edmund K. Administration of promotion in the three year junior high school: a study of common practices in Massachusetts. Master's, 1940. Boston Univ. 105 p. ms.

Analyzes the practices of promotion and graduation which the three year junior high schools of Massachusetts have in common.

3254. Hogue, William Hiram. Effect of modern practices in school promotion. Master's, 1940. Kansas. 50 p. ms.

3255. Miller, Clarence Levi. A study of the promotion-failure problem with special reference to the Holliday junior high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 85-86)

Studies standards of achievement, distribution of marks throughout grades and junior high school, school records, case studies, curricula offered, extracurricular activities, and promotional practices.

3256. Rogers, Charles A. The classification of pupils in the rural schools of Osage County. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine the extent to which pupils are properly classified in the rural schools; compares their classification with pupils in the city schools of the county; and studies the qualifications and tenure of teachers in the rural schools. Finds that the percentage of properly classified children decreases in both city and rural schools as pupils advance through the grades; that a higher percentage of pupils are over-age in the rural schools than in the city schools; and that 50 percent of the teachers have a tenure of 2 years or less, and have had 2 or 3 years of college training.

3257. Watwood, Arnold Hobson. A study of the promotion system in the rural schools of Talladega. Master's, 1940. Ala. Poly. Inst. 71 p. ms.

EXAMINATIONS

3258. Barnowe, Theodore Joseph. A study of the development of the examination in education. Master's, 1940. Washington. 60 p. ms.

Traces the examination in education from ancient times to date. Evaluates traditional and new type tests, and surveys the most modern methods of mechanically scoring tests

3259 Bean, Fay Marion. Changes and variations in types of American institute problem used for C. P. A. examinations, 1917 to 1939. Master's, 1940. Brigham Young.

3260. Benson, Walter V. An analysis of the errors made by pupils in answering the New York State regents examinations in physics. Master's, 1940. N. Y. St. Coll. for Teach.

3261. Evans, Fae A. Eighth grade leaving examinations for rural school pupils. Master's, 1940. Nebraska. 63 p. ms.

Surveys practices prevailing in the United States relative to examination and promotion of eighth grade pupils. Finds that 13 States give no leaving examinations to eighth grade pupils; that 18 States give State-wide examinations as a basis for promotion; that in nine States, counties have the option of deciding whether or not to give examinations; and that three States give State-wide examinations in the seventh grade, which is the last grade in the elementary school; that Nebraska educators are not satisfied with the present system of State-wide examinations because undue emphasis is placed on grades 4-8 to insure the passing of students. Recommends that minimum teacher qualifications be raised to 15 college hours; that cumulative teacher records be maintained; and that the balance in the educational program be reestablished by elimination of cramming.

3262. Fahnle, Chester E. Performance on Iowa every-pupil test as an index to success in high school subjects. Master's, 1940. Iowa.

3263. Foster, Earl Robert. Preparation and study of results of a true-false test in general college chemistry. Master's, 1940 Kansas. 52 p. ms.

3264. Gallaher, Charles Denson. Validity of certain cooperative general achievement tests, form P, for use in Tennessee high schools. Master's, 1940. Tennessee. 80 p. ms.

Attempts to ascertain the extent to which test items are answerable from textbooks in use in Tennessee high schools. Finds that 58 percent of the social studies are answerable from the Tennessee adopted textbooks in the social studies; that 93 percent of the questions in the natural sciences are answerable from the textbooks in the natural sciences; and that 96.4 percent of the mathematics questions are answerable from the mathematics textbooks.

3265. Gerber, Fred J. An analysis of the examinations for approval of oral work in French given by the State department of education of New York. Master's, 1940. N. Y. St. Coll. for Teach.

3266. Graeber, Herbert P. Analysis of the 1938 Iowa every pupil test in plane geometry. Master's, 1940. Iowa.

3267. Hansen, George G. Achievement marks of rural eighth grade pupils of Madison County, Nebraska, from 1932 to 1937. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 71-76)

Discusses opinions in favor of retaining county eighth grade examinations in Nebraska, and opinions for abolishment of these examinations. Studies the marks of eighth grade pupils over a period of six years to determine whether there are significant differences in the prognostic value of county examination marks, rural teachers' marks, or scores made on a standardized test, in terms of achievement in high school. Recommends that rural teachers be trained and trusted to promote their eighth grade pupils; that county eighth grade examinations be abolished as soon as educational qualifications of rural teachers are raised and more adequate supervision of rural schools is provided; and that examinations be given as a supervisory measure and be given as early as the end of the first quarter of the sixth year.

3268. Laman, Franklin H. A survey of opinions of 142 world history teachers in Ohio concerning the Ohio every-pupil tests in world history. Master's, 1940. Michigan.

3269. Leaf, Curtis, Tate. The construction and tentative standardization of two semester examinations in business arithmetic. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

3270. Maxson, Wilbur Bryce. A critical study of the available methods of testing functional outcomes of learning in physics by written examination. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 84)

Finds that the techniques studied have definite value for supplementing other methods of evaluation during the learning process, for diagnosis for remedial teaching, and for determining the degree of achievement.

3271. Maxwell, Gerald W. The use of multiple-choice items in measuring arithmetical achievement. Master's, 1940. Iowa.

3272. Moore, Clarence Carl. Factors of chance in the true-false examination. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

3273. Oldham, Walter R. Studies in the measurement of ability in English correctness 11. A comparison of a "supply" with a multiple-choice type of punctuation test. Master's, 1940. Iowa.

3274. Patrick, Arthur Shepard. An analysis of individual test question difficulties as revealed in Kloos' testing program for high school bookkeeping students. Master's, 1940. Iowa.

3275. Plowman, Letha Fern. The effects of informing pupils of answers on objective tests. Master's, 1940. Iowa.

3276. Potter, Florence K. A study of the correlation between credit received on required functional examples and credit received on other examples in the June 1939 regents examination in intermediate algebra. Master's, 1940. N. Y. St. Coll. for Teach.

3277. Powderly, Willamine G. Teacher use of an informal objective test in grammar and language usage. Master's, 1940. Michigan.

3278. Schmitz, Joseph K. The value of school examinations in Mechanicville high school as a means of enabling pupils to remain in school and complete a high school course. Master's, 1940. N. Y. St. Coll. for Teach.

†3279. Schrammel, H. H. and Rasmussen, Otha M. Report of the thirty-first Nation-wide every pupil scholarship test for high schools and elementary schools, January 10, 1940. Emporia, Kansas State teachers college, 1940. n. p. (Kansas State teachers college of Emporia. Bulletin of information, vol. 20, no. 3)

Gives percentile scores computed for 35 subjects, based on the original scores of 142,285 pupils on tests given in 40 States, Puerto Rico, and the District of Columbia.

†3280. ———— Report of the thirty-second Nation-wide every pupil scholarship test for high schools and elementary schools, April 4, 1940. Emporia, Kansas State teachers college, 1940. u. p. (Kansas State teachers college of Emporia. Bulletin of information, vol. 20, no. 4)

Gives percentile scores computed for 45 subjects, based on the original scores of 152,106 pupils made on tests given in 37 States, Canada, Puerto Rico, and the District of Columbia. Finds a wide variation between the best and the poorest pupil in each subject; between the highest and the lowest median scores made by different schools; and between the median scores made by the pupils in different States.

3281. Vorba, Adolph A. An analysis of the 1939 Iowa every-pupil test in physics. Master's, 1940. Iowa.

3282. Waite, William Henry. The relationship between performance on examinations and emotional responses. Doctor's, 1940. Chicago.

3283. Wald, Roscoe E. An analysis of the 1939 Iowa every pupil test on biology. Master's, 1940. Iowa.

3284. Wrinkle, James F. A suggested final comprehensive examination for master degree candidates in physical education. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 179-80)

EDUCATIONAL AND VOCATIONAL GUIDANCE

3285. Aikin, Mary M. Some psychological factors in vocational adjustment. Master's, 1940. Ohio State. 137 p. ms.

Describes 268 interviews with women in 14 Ohio cities in a representative vocational and experience grouping.

3286. Anderer, Gracemary. Vocational guidance and educational opportunities offered by the Dominican Convent of Our Lady of the Rosary: A child caring institution for adolescent girls. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 111)

Gives a picture of the girls' daily life within the institution.

3287. Aurand, David Benjamin. Home room guidance program, junior high school, Freeport, Illinois. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 17)

Presents a philosophy of guidance, and discusses the home room as an agency of guidance.

3288. Blomquist, Leonard C. A survey and analysis of certain aspects of the guidance program in the Albert Lea high school, 1930 to 1937. Master's, 1940. Minnesota.

Analyzes replies to a questionnaire sent in by 205 of the 529 boys who graduated from the high school between 1930 and 1937. Concludes that graduates tended to find employment in the same level of occupations as their fathers; that boys of higher intelligence tended to be found in higher occupational levels; that vocational subjects helped most in aiding students to make vocational choices; and that teachers gave relatively little educational or vocational guidance. Shows a need for expansion of the guidance program, including more adequate use of school records; and a need for a broadened program in commercial and industrial courses.

3289. Bradford, James A. A survey of guidance activities in Summer high school, Kansas City, Kansas. Master's, 1940. Ohio State. 77 p. ms.

Concludes that the guidance activities in this school are incidental and not comprehensive.

3290. Briner, Dorothy L. Description and evaluation of a guidance program for Shawnee rural high school, Lima, Ohio. Master's, 1940. Ohio State. 72 p. ms.

Describes the procedures used during the first year of organizing a guidance program.

3291. Brophy, Dorothy Ann. The contribution of the interview to vocational and educational diagnosis by means of tests and questionnaires. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 117-19)

Analyzes data and questionnaire replies of 40 Clark university students. Finds that in some cases the interview contributed to the diagnosis based on tests and questionnaires, and was an important technique in making the final diagnosis in these cases.

3292. Brunner, Marjorie C. A study of 25 closed cases in the Girls' service league emphasizing vocational adjustment. Master's, 1939. Fordham. (Abstract

in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 111-12)

Concludes that vocational guidance should be on an individual rather than a group basis; that a case work agency can to a certain extent engage in a vocational guidance program; and that the social worker may contribute to the vocational guidance of a client either directly or through referral to the proper agency.

3293. Cameron, Collins. A guidance program adjusted to the needs of high school students at Bay Minette. Master's, 1940. Ala. Poly. Inst. 46 p. ms.

3294. Chen, Ting-Hsuan. Guidance service in the secondary schools of California in the United States. Doctor's, 1940. Stanford. (Abstract *in*: Stanford university. Abstracts of dissertations . . . : 198-202)

Analyzes data drawn from the return of a 16-page inquiry form from 311 of the 497 high schools ranging in enrollment from 46 to 3,900. Finds a preference for the supplementary concept of guidance rather than for the broad or the narrow concept. Concludes that guidance practices are provided more often for prospective entering students, new entrants, and high school students than for graduates. Places emphasis on vocational, health, and social-civic guidance rather than on recreational guidance. Shows that frequency in adopting guidance procedures varies from one type or one size of school to another; that some form of guidance publication is provided by a large number of the cooperating schools; and the number of schools appointing full-time and part-time counselors increased steadily from 1918-1937.

*3295. Cromwell, Robert F. A suggested program of guidance. Doctor's, 1940. George Washington. 241 p. ms.

Defines guidance; includes a checklist of minimum essentials of a guidance program. Discusses the responsibilities of the staff in a guidance program. Analyzes the functions of guidance in pupil analysis, testing, articulation and orientation, home room, occupational information, instruction in occupations, educational guidance, extracurricular activities, counseling, placement, and follow-up. Discusses organization for programs of guidance. Applies the program to the high schools in Maryland.

3296. Becherd, Milton Edmund. A survey of some guidance needs of high school students. Master's, 1940. Texas.

3297. Dwyer, Dorothy. How the community used the Berks County guidance institute. Master's, 1939. Smith.

3298. Easter, Ronald R. Improvement of guidance in the Mediapolis (Iowa) consolidated school. Master's, 1940. Drake. 50 p. ms.

3299. Edmonds, Dolly V. Guidance activities in junior high school. Master's, 1940. Wyoming. 67 p. ms.

3300. Epperson, Erna Frances. A survey of State child guidance service in California communities. Master's, 1940. Stanford.

3301. Fish, Helen E. Guidance at the University of Arizona. Master's, 1940. Arizona. 127 p. ms. (Abstract *in*: University of Arizona record, vol. 34: 27)

Concludes that the administrative officers and faculty are aware of the importance of guidance; that the program is not centralized; that there is much overlapping in the services offered to the students; there is much guidance done by individual administrative officers and faculty members; and that the students interviewed are aware of the guidance facilities on the campus and take advantage of them.

3302. Frame, Don H. A comparison of the vocational and job information conferences as techniques in guidance. Master's, 1940. Washington. 97 p. ms.

Indicates that the vocational conference was as helpful as the job information conference to the pupils of the high school where it was tested, and that it brought more favorable publicity of the school.

3303. Freeman, Lawrence E. Problem groups and their guidance needs in the 1938 low sophomore class of the John H. Reagan senior high school, Houston, Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 55 p. ms.

3304. Gibbons, Lillian Susan. A follow-up study of a group of cases referred for diagnostic evaluation to a guidance clinic. Master's, 1940. Buffalo.

3305. Goff, Terry Ira. Vocational guidance, training and occupational histories of young men in Marshalltown, Iowa. Master's, 1939. Iowa State. 85 p. ms.

Studies the histories of 117 out-of-school young men, 16-24 years of age, who resided in Marshalltown during a given period ending June 30, 1939.

3306. Gosslee, Priscilla. Guidance practices in senior high schools in Iowa. Master's, 1940. Drake. 74 p. ms.

3307. Grauel, Walter Edward. Vocational guidance, training, and employment of young men in Mascoutah, Illinois. Master's, 1940. Iowa State. 75 p. ms.

3308. Guilbeau, Lolita. A study of the students of the Marksville high school from 1935 to 1939 with reference to guidance needs. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 130-31)

Studies promotions, failures, drop-outs, and graduates, and the educational, vocational, and avocational interests of the students. Finds that a guidance program is urgently needed. Recommends that an organized guidance program be integrated with the academic and administrative programs of the school, under the direction of the principal, assisted by the members of the faculty.

3309. Hall, Mary Winifred. Suggested materials for use in guidance. Master's, 1940. Alabama. 114 p. ms.

3310. Harris, Roger Price. An analysis of the effect of personal guidance on adjustment of 40 ninth grade boys in Hastings junior high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 52)

Studies the effect of personal guidance on adjustment of 40 ninth grade boys to the curriculum, social life of the school, administration, teachers, other pupils, home and family, and personal adjustment. Indicates that a more elastic organization of some courses, particularly English, should be made in order to provide for the individual differences existing among pupils of foreign parentage. Shows the need for training teachers so that each classroom teacher would be guidance conscious; and the need for more opportunities in which pupils might participate in school affairs which would give training in living as well as learning democracy and good citizenship.

3311. Heffernen, Sister Mary Austin. A guidance program for senior high school girls. Master's, 1940. Washington. 285 p. ms.

Presents units of work on character building, citizenship, vocational selection, the family, and establishing the home.

3312. Herrmann, William Charles. A follow-up study and evaluation of a precollege program of educational guidance at an engineering college. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 121-23)

Evaluates a program of educational and vocational guidance at Worcester Polytechnic Institute by following up as many as possible of the boys who attended the program since its beginning. Describes the program which was organized in 1934, in which the boys live at the Institute for a 10-day period during which they are given five aptitude tests, a vocational interest questionnaire, and ratings on personality characteristics, and during which they go on trips to various engineering projects, hear lectures by engineers and others, and work on miniature engineering projects. Finds that 94 percent of the boys were satisfied with the educational and vocational choices which they made.

3313. Hogue, Sarah Erskine. Provision for occupational guidance in the junior high school, particularly through a course in occupations. Master's, 1940. Okla. A. & M. Coll.

Attempts to show that occupational guidance is needed in the junior high school, and

that it can be presented by means of a regular course in occupations, regular school subjects, and extracurricular activities.

*3314. Hughes, Eugene H. The manuscript of business occupations: a guidance manual for ninth and tenth grade students. Doctor's, 1940. New York. 231 p. ms.

Describes the various business occupations and their opportunities.

3315. Hunt, Harold James. An evaluation of the guidance program of the Missoula County high school with recommendations for its improvement. Master's, 1940. Washington. 73 p. ms.

Concludes that the guidance program of the four year high school, Missoula, Mont., is somewhat above the average. Shows that a continuous self-evaluation is a requisite for continuous improvement.

3316. Kern, Earl Theron. Need of guidance in the curriculum of the small high school. Master's, 1940. Wittenberg. 64 p. ms.

Attempts to determine how well the curriculum of a small high school met the needs of its graduates. Shows the need for guidance in the small high school, and that the alumni asked that it be made a part of the curriculum.

3317. Kutch, Robert DeWeese. College guidance in Oregon high schools. Master's, 1939. Stanford.

3318. Linnihan, Margaret. Certification requirements for guidance workers in the United States. Master's, 1940. Cincinnati. 67 p. ms.

Finds a trend toward the acceptance of teachers and specialists as guidance workers. Stresses the need for more specific training for guidance workers, State certification in guidance, and guidance programs sponsored by State boards of education.

3319. McCleskey, Robert W. A plan for the organization of a guidance program in Hardin junior college. Master's, 1939. Colo. St. Coll. 77 p. ms.

Evaluates guidance programs of other colleges, and formulates a guidance program for the junior college at Wichita Falls, Tex.

3320. Meyer, Richard Stevens. The philosophy of student personnel service and guidance and its educational applications. Master's, 1939. Ariz. St. T. C., Tempe. 126 p. ms.

Studies the qualifications of guidance workers, handling of personnel problems, and administration of student discipline. Finds that few schools are cognizant of the needs of students as individuals; that most schools merely pay lip service to established aims of education; that it is the responsibility of the school to provide guidance service for its students in order that they may be trained in life situations; that teachers and administrators should be selected on their ability to understand youth and its problems; and that the causes of students disciplinary problems should be probed and removed to prevent the recurring of the problems.

3321. Moreau, Elia M. A survey of a high school graduating class with special reference to guidance implications. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 141-42)

Studies 80 seniors in a high school in Louisiana to determine their need for guidance. Shows a decided need for guidance, and suggests that the guidance program be put in effect even earlier than high school.

3322. Munson, Joy B. A suggested plan of guidance for the Lansing public secondary schools. Master's, 1940. Mich. St. Coll. 100 p. ms.

3323. Olinde, Patrick. A study of guidance needs of a small high school. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 144)

Attempts to determine the needs for guidance in a small high school in Plaquemines Parish, La., and to suggest a plan for the formulation of a guidance program to be applied gradually in the school.

3324. Orlidge, Levenia Haire. A study of guidance in a National youth administration project. Master's, 1940. Ohio State. 88 p. ms.

Studies the educational and social status, reading and athletic interests, health and vocational ambitions of 140 girls ranging in age from 18 to 24 years, on home economics projects. Finds a need for vocational guidance; that trainees acquire self-confidence, ability to take orders, and to work together; that many of the girls were forced to drop their formal education because of economic circumstances; that few of the trainees came from homes of skilled or even semi-skilled workers; that no family income was over \$1,200 annually; that the girls were interested in courses in nursing, stenography, and cosmetology; that English, sociology, and commercial courses were the favorite school subjects; that 80 of the girls were of the Negro race, and that they were socially more active than the white girls.

3325. Paul, I. Clifford. An examination of guidance possibilities in Allen County high schools. Master's, 1940. Ohio State. 70 p. ms.

Covers avocational, vocational, social life, health, and educational phases of public school administration.

3326. Ricketts, Elizabeth L. A follow-up study of 50 selected counselors of the Columbus counseling bureau. Master's, 1940. Ohio State. 95 p. ms

3327. Roberson, C. C. A guidance program for the Ada high school. Master's, 1940. Ohio State. 116 p. ms.

Studies the guidance programs in 36 other schools and develops a program for Ada.

3328. Rodriguez, Marie-Louise Bine. An appraisal of certain use materials for guidance in the secondary schools. Master's, 1940. Stanford.

3329. Salter, F. E. Study of the effect of a definite program of guidance upon leisure time activities of high school pupils. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 148)

Considers the effect of activities in and around the home, activities outside the home, outing activities, music, dramatic, educational, social, commercial, and recreational activities on 134 high school pupils. Finds that many homes and communities are not equipped to provide training in the correct use of leisure time. Shows that the school has to provide a guidance program that will train pupils in the worthy use of leisure time activities.

3330. Skelton, Luther C. The organization and development of a guidance program for the Hatfield high school, Hatfield, Missouri. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 111)

Attempts to formulate a home room guidance program for a small rural high school, providing the pupils of the school with specific information about the activities of school life.

3331. Smith, J. Carvel. Organization and administration of a guidance program for small high schools. Master's, 1940. East Texas St. T. C. 137 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 55-56)

Discusses guidance practices in large school systems with the view of adapting their best methods to the small school, and outlines a program to be used in a small school system.

3332. Spier, Ida Espa. A study of the Binita community with reference to guidance needs in a small high school. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 151-52)

Shows a definite need for a guidance program. Recommends that an organized guidance program be integrated with academic education, physical education, extracurricular activities, and administrative programs under the direction of either the principal or the best qualified teacher on the faculty.

3333. Stearns, Ellen Kuhn. Guidance in an elementary school. Master's, 1940. Texas.

3334. Strafford, Harold L. A study of guidance programs of the secondary schools in Indiana cities. Master's, 1940. Ind. St. T. C. 78 p. ms (Abstract in: Indiana State teachers college. Teachers college journal, 11: 156-57, July 1940)

Finds that a functional guidance program has matured in Indiana secondary schools with an enrollment of 300 or more; that programs of guidance are organized and administered by the secondary school principal, the home room teacher, and the classroom teacher; that a psychologist was employed by only one school, but teachers were receiving training in mental hygiene and psychology; that orientation of the new pupil received marked attention; that developing character traits and a wholesome personality were factors of major importance in programs of guidance; that there was a lack of interest in explaining methods of finding and securing jobs; that the use of leisure time was well directed by interesting pupils in hobbies and avocational pursuits; and that directors of guidance programs were cognizant of the value of extending guidance directions to life beyond the secondary school.

3335. Tweed, Flavia Sophia. A survey of business occupations in Fort Smith, Arkansas. Master's, 1940. Tennessee. 137 p. ms.

Presents a selected sampling of 107 business firms. Shows the need for vocational guidance for pupils in the business department of the high school.

3336. Wagaman Frank. Educational and social guidance for small high schools. Master's, 1939. Colo. St. Coll. 54 p. ms.

Analyzes the guidance programs of small high schools in western Kansas, and offers suggestions for setting up a program.

3337. Walden, Dennis D. The organization and administration of guidance programs in secondary schools of Oklahoma. Master's, 1940. Okla. A. & M. Coll.

Finds that in general the guidance phase of education in the secondary schools of Oklahoma has been neglected. Offers suggestions for developing satisfactory guidance programs.

3338. Warren, Edgar W. Guidance through social studies. Master's, 1940. N Y. St. Coll. for Teach.

3339. Webster, Arthur Davidson. An experimental study in the educational and vocational guidance of tenth grade pupils. Master's, 1940. Pittsburgh.

3340. Wibracht, Edwin John. An integrated program of educational guidance for Concordia high school and teachers college, River Forest, Illinois. Master's, 1940. St. Louis.

3341. Wilfert, Ruth E. A guidance program for secondary schools with suggestions for the training of counselors. Master's, 1940. Buffalo.

*3342. Williams, Nannie Mae Morris. A survey of guidance in the accredited high schools of Virginia. Master's, 1940. George Washington. 93 p. ms.

Analyzes replies to a questionnaire received from 356 of the 480 accredited high schools of Virginia, on the organization of guidance service, analysis of individuals, counseling, placement and follow-up, guidance techniques utilized, data on occupational trends, and methods of informing students about occupations. Offers recommendations for more effective guidance in Virginia.

3343. Windnagle, Lenus. A study of guidance theory and practice. Master's, 1939. St. Coll. of Wash. 98 p. ms.

Reviews guidance theory and applies it to specific needs and situations in Portland.

3344. Wright, Frank L., jr. The use of predictive measures for guidance of men students in the University of Cincinnati. Master's, 1940. Cincinnati. 93 p. ms.

Attempts to determine the extent to which prediction of the academic success of university freshman men may be accomplished by use of high school records and various scores obtained on the American Council on Education psychological examination for college freshmen. Recommends a plan and program for the use of these measures in the guidance of freshman men at the University of Cincinnati.

EXTRACURRICULAR ACTIVITIES

3345. Abt, Lawrence Edwin. The interests of adolescent boys, a study of scouts and non-scouts. Master's, 1939. Columbia

3346. Brandt, Edward L. Extracurricular activities as related to sponsorship and training of teachers of the smaller secondary schools of Pennsylvania. Master's, 1940. Temple. 68 p. ms.

3347. Breternitz, Louis A. Programs of extracurricular activities in selected three, four, and six year high schools in Nebraska. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

3348. Bruegel, Ehrenfried E. A comparison of scholarship ratings of high school graduates who participate and those who do not participate in extracurricular activities. Master's, 1939. Fort Hays Kans. St. Coll. 61 p. ms.

3349. Campbell, Margaret. A study of the out-of-school activities of the vocational home economics girls of the Tuscaloosa (Alabama) senior high school. Master's, 1940. Tennessee. 58 p. ms.

3350. Campos, Ismael de Franca. Basic activities of a student program. Master's, 1940. Peabody. 67 p. ms.

Studies the entire field of extracurricular activities to determine the most widely advocated principles, social, and moral outcomes of organization and administration of extracurricular activities.

3351. Carlson, Ralph Ludwig. The educational value of stamp collecting: a study of adults. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 120-21)

Attempts to determine whether or not adult stamp collectors learn more in areas related to their hobby than do the non-collectors. Finds that stamp collecting among adults results in increased knowledge of the history and principles of stamp collecting; that it does not result in an increase in significant social knowledge; that it results in the acquisition of a greater amount of information on facts of history and geography; and that adult collectors are superior to the general population in mental ability.

3352. Clark, Betty D. The educational and recreational contributions of Girl scouting. Master's, 1940. Ohio State. 112 p. ms.

Studies the historical background, organization, and program of the Girl scouts, and evaluates its educational and recreational contributions

3353. Corwin, George Brownson. Proposals for a study of the extracurricular and social life of the college for men at the University of Rochester. Master's, 1939. Columbia.

3354. Covey, Grace Elma. The characteristics and interest problems of boys and girls of 4-H club age. Master's, 1939. Va. Poly. Inst.

3355. Cummings, Alberta Heck. An investigation of 4-H club work in Cabell County, West Virginia. Master's, 1939. Ohio Univ. 103 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 12)

Analyzes interviews held with 264 boys and girls who had been 4-H club members from October 1937 to October 1938, of whom 127 continued in 4-H club work during the year 1938-39. Finds that the number of boys and girls discontinuing 4-H club work is too high; that first year members are not deriving full benefit from their club experiences; that too many parents lack interest in the club work of their children; that boys have been neglected because county agents have been unable to provide men leaders for the boys' projects; that more members should have an opportunity to participate in camp activities; and that a larger number of club members should be encouraged to take part in the various club activities.

3356. Davis, Dorothy Marie. A survey of the growth and the development of extracurricular activities in North Texas State teachers college, 1919-1939. Master's, 1940. North Texas St. T. C.

3357. Decell, Frances Elizabeth. The leisure time activities of the freshman and sophomore women students at the University of Alabama. Master's, 1940. Alabama. 55 p. ms.

3358. Dixon, Paul J. Evaluation of criteria for effective 4-H local leadership. Master's, 1939. Maryland.

3359. Downes, Henry Joseph. Advantageous and disadvantageous effects of extracurricular activities in secondary schools. Master's, 1940. Boston Coll.

3360. Downey, Mylo Snaveley. The essentials of a handbook for local 4-H leaders. Master's, 1940. Maryland.

*3361. Emert, Dorothy Jean. Factors in the personality and environment of the college woman related to her participation in extracurricular activities. Master's, 1940. Syracuse. 113 p. ms.

Attempts to determine the percentage of participation in extracurricular activities at Syracuse University; the average number of activities participated in by each student; the relationship between high-school and college participation; whether or not the high-school activities records of active and inactive college groups differ; whether or not certain personality factors are more closely related in the most active students than to the least active; whether or not activity records differ for sorority and non-sorority students, or for working and non-working students; and whether the gap between the participation of the most active college participants and the least active remains the same, grows smaller, or widens in high school and college. Indicates that highly active participation, good social adjustment, poise, happiness, a few hours of work each week, and affiliation with a sorority are closely related.

3360. Farrar, Orville H. A survey of extracurricular activities in the schools of Fairfield County, Ohio, with recommendations for their future organization. Master's, 1939. Ohio Univ. 126 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 18)

Attempts to determine the present status of extracurricular activities in the 11 high schools of Fairfield County, and to analyze the present extracurricular situation. Finds poor administration and supervision of extracurricular activities; difficulty in obtaining the support of the faculty; lack of trained leaders; overloading of teachers; lack of encouragement and guidance of student participation; lack of worthwhile program; insufficient financial support of the extracurricular program; and lack of satisfactory facilities.

3363. Fluker, Glenn Earl. A survey of club programs in the secondary schools of Rusk County, Texas. Master's, 1940. Texas.

3364. Gehring, Ella Mae. A study of the club program at Mirabeau B. Lamar senior high school, Houston, Texas, 1939-40. Master's, 1940. Texas.

3365. Graves, Martha Ellen. Club activities of 80 chapters of Future homemakers of Texas. Master's, 1940. Iowa State. 110 p. ms.

3366. Hackbarth, Pauline Ann. A partial study of the leisure time activities of Ohio university students: a basis for planning a future program of leisure time activities. Master's, 1939. Ohio Univ. 91 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 29)

Analyzes replies to 500 questionnaires submitted to a select student group to ascertain how they spend their leisure time. Finds that 64 percent of the girls and 52 percent of the boys had developed no hobbies; that those who had acquired hobbies did so before coming to college and had acquired no new hobbies; that their financial status is a handicap to the recreational program; that 61 percent of the men and 84 percent of the girls work part time. Shows the need for assistance in planning and carrying out leisure time activities.

3367. Hamilton, Lucy Annise. How the social needs of the fourth and fifth grade boys in the public schools of Denton, Texas, are being met through their hobbies. Master's, 1940. North Texas St. T. C.

3368. Hartley, Freda. Differential characteristics of participation and non-participation in college extracurricular activities. Master's, 1940. Iowa.

3369. Henthorn, Edward C. The relative values received from extracurricular activities by pupils in large and small schools. Master's, 1940. Nebraska. 173 p. ms.

Analyzes comprehensive pupil participation inventories taken in high schools at Wahoo and Ceresco, Nebr., to show values received by pupils from extracurricular activities. Shows that larger schools offer greater opportunities for pupil participation.

3370. Kuhlman, Milton H. A study of Hi-Y clubs as an extracurricular activity in the secondary schools of Minnesota, Wisconsin, North Dakota, and South Dakota. Master's, 1940. Minnesota.

Analyzes 55 replies to a questionnaire sent to 100 Hi-Y leaders, and replies to questionnaires sent to administrators in cooperating schools, to 140 Hi-Y members of four clubs, and to 60 universities and college students. Finds that clubs are usually organized singly rather than in chapters; that membership is usually in the 11-12 or 10-12 grades; that most of the clubs have annual dues; that the clubs are under school direction, and rank first among extracurricular activities.

3371. Lippitt, Ronald. An analysis of group reactions to three types of experimentally created social climate. Doctor's, 1940. Iowa. (Abstract *m.*: University of Iowa. Series on aims and progress of research, no. 66)

Describes an experiment conducted with four recreation clubs chosen from the fifth grades of two public schools, in which each group had three club periods of six meetings each under three different leaders using different philosophies of leadership. Finds four significantly different patterns of club reaction to the three types of leadership; and group personality characteristics which differentiated a given club throughout its treatments, in spite of significantly different reactions to the different atmospheres.

3372. McIntire, Julie. Extracurricular activities of graduates of Winona senior high school, 1925-1934. Master's, 1939. Minnesota. 106 p. ms.

Attempts to determine the way high-school and college students spend their leisure time, and the similarity between college extracurricular activities and those carried on in high school. Shows the importance of extracurricular activities in the later lives of graduates. Indicates that proper training in extracurricular activities in high school is important in determining adult recreational habits.

3373. Marks, Arlyn. The personnel point of view and the administration of extracurricular activities in nine universities. Doctor's, 1940. Illinois. 256 p. ms.

Sets up six criteria for appraising the administration of extracurricular activities in large universities. Concludes that in all of these universities there appeared to be some application of the personnel point of view to the administration of extracurricular activities, but in none was the application complete, as measured by the six criteria. Recommends a more highly centralized administrative structure than is commonly found, and much greater effort toward coordination of this personnel service with other personnel services on the campus.

3374. Meade, Albert J. A study of the influence of membership in the Girl reserve club upon the girls of the Ashland high school. Master's, 1940. Kentucky. 66 p. ms.

Finds no significant difference between Girl reserve members, former members, and non-members.

*3375. Miller, Kenneth Albert. A study of the out-of-school activities of private school boys in grades 5, 6, 7, and 8. Master's, 1940. George Washington. 65 p. ms.

Studies the out-of-school activities of 138 private school boys in relation to their intelligence and grade levels. Finds that the most popular activities of these boys were: Reading; going to motion pictures; listening to the radio; playing outdoors; doing school homework; playing indoor games; going to parties; riding bicycles; going to church and Sunday school; and making things. Finds that boys of the low intelligence group participated to a

greater extent in home duties than did boys of higher intelligence; that age and intelligence levels were of no great significance in relation to outdoor play or to indoor games; that boys of high intelligence were more interested in reading books than boys of the lower intelligence level, who preferred reading magazines; that the boys were not very active in club activities; and that boys of all grades of intelligence enjoyed the same radio programs and moving pictures

*3376. Nicholson, Edwin. Education and the Boy scout movement in America. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941. 117 p. (Contributions to education, no. 826)

Discusses favorable and unfavorable features of Boy scout education. Shows the need for reexamination on the part of the movement of such foundational issues as the nature of social organization and social change, the nature of such concepts as knowledge and experience and also the nature of morality.

3377. Pope, Mildred. The contribution of the Future homemakers of Texas to vocational homemaking education. Master's, 1940. Colo. St. Coll. 81 p. ms.

*3378. Price, Louise. Creative group work on the campus: a developmental study of certain aspects of student life. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1940. 437 p. (Contributions to education, no. 830)

Examines the processes and products of social groups in extracurricular activities on two campuses in an endeavor to discover possibilities in creative group work for rational adaptation in community situations as a means for influencing individual development, including social development.

3379. Remmers, H. H. Studies in extracurricular activities 1. Lafayette, Ind., Purdue university, 1940. 32 p. (Purdue university. Studies in higher education, 39)

Contents: (1) Women's extracurricular activities as related to certain other characteristics by Betty McKee, H. H. Remmers, and Dorothy C. Stratton; p. 5-15; (2) The effect of participation in extracurricular dramatics upon scholastic achievement, by John E. Dietrich, p. 16-30.

3380. Rieger, Dwares T. The effect of the extracurricular activity period on the social attitudes of junior high school pupils. Master's, 1940. Arizona. 28 p. ms. (Abstract in: University of Arizona record, vol. 34: 56-57)

Describes an experimental study made in the junior high school of Belen, New Mexico, to determine the effect of a special period of extracurricular activities on the social attitudes of the pupils. Concludes that a special program of extracurricular activities has a beneficial effect on the social attitudes of junior high school pupils; tends to develop their social attitudes more rapidly than they are developed without such a program, and seems to have a greater effect on social attitudes of Anglo-American children than on those of Spanish-American children.

3381. Robinson, Lottie O. Benefits girls in Kentucky receive from their Girl reserve work and a suggested program. Master's, 1939. Ind. St. T. C. 115 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 144, July 1940)

Analyzes replies to questionnaires made by members of the Girl reserve clubs as to their activities; and analyzes the duties of the advisers of the girls. Finds that the girls rate their clubs and club work high; that there is a high correlation between the time advisers give to different phases of the work and the activities the girls wish to do more often.

3382. Romine, Stephen Arnold. The contribution of extracurricular activities to character development of secondary school pupils. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 102-103)

Studies the extent and nature of the extracurricular program in secondary schools; the contribution of extracurricular activities to character development. Finds that extracurricular activities are provided for pupils in the majority of secondary schools, but that pupil participation in these activities is low; that educators try to utilize these programs for

character building purposes; and that students attribute some social-civic-moral values to the program but suggest that the activities be extended and revitalized

3383. Sanborn, Jacqueline. A personnel study of the leaders of the Oakland County council of the Girl scouts of America. Master's, 1940. Michigan.

3384. Shepherd, Roger Turner. A study of extracurricular activities in the third class city and rural high schools of Kansas. Master's, 1939. Kans. St. Coll. 53 p. ms.

3385. Skidmore, Rex A. A sociological study of the Boy scout membership mortality rate in Salt Lake City. Master's, 1939. Utah. 108 p. ms.

3386. Sloan, Clair M. A survey of the practices in the out-of-class activity program of 30 high schools in Kansas with enrollments of varying sizes. Master's, 1940. Kans. St. T. C., Emporia. 92 p. ms.

3387. Smith, William Edward. Plan for auditing fraternities and sororities at Iowa State college compared with plans at other institutions of higher learning. Master's, 1940. Iowa State. 99 p. ms.

3388. Sotomayer, Francisco. Extracurricular activities in the private Catholic secondary schools of New Mexico. Master's, 1940. New Mexico. 67 p. ms.

3389. Sowell, Emmie Irene. A study of boys' clubs in Texas, with special reference to San Antonio. Master's, 1940. Texas.

*3390. Strohoefer, Francis Kilian. The development of procedures for meeting leisure-time needs for boys: an experiment in the organization and administration of a boys' club as a phase of a leisure-time program for boys at Bayonne, New Jersey, conducted with limited financial support. Doctor's, 1940. New York. 127 p. ms.

Describes the organization and administration of a boys' club as a phase of a leisure-time program. Shows that a recreational organization for boys can be formulated and promoted with limited financial means; and that a paid, full-time leader trained for the work should be employed, thus assuring a high standard in the conduct of the club.

*3391. Super, Donald Edwin. Avocational interest patterns: a study in the psychology of avocations. Doctor's, 1940. Columbia. Stanford University, Stanford university press, 1940. 148 p.

Attempts to determine whether men with a given avocation have a characteristic pattern of interests; whether or not these interests can be objectively determined; whether the avocational interests of adolescents are similar to those of adults; whether avocational interests are related to vocations; and whether the major avocation tends to resemble the usual occupation. Shows that avocations are of value in vocational diagnosis; that avocations have potential value in the vocational orientation of adolescents; that vocational interest inventories and scoring keys can be used in avocational and leisure-time guidance, and in the choice of suitable hobbies.

3392. Surber Dwight P. Some differences in the personality traits of students active and inactive in extracurricular activities. Master's, 1940. Ball St. T. C. 84 p. ms.

Studies 263 juniors and seniors of four secondary schools to determine the differences in certain personality traits after having been active or inactive in extracurricular activities. Finds little difference in the personality traits of active and inactive students.

3393. Tacker, Herbert Ralph. Educational progress in boy's clubs. Master's, 1940. Penn. State.

3394. Van Billiard, Josephine S. Out-of-school activities of teachers in five Michigan high schools. Master's, 1940. Michigan.

3395. Van Orsdell, Elbert. An evaluation of the methods used as a basis of selection for senior high school clubs in the County of Columbia, State of New York. Master's, 1940. N. Y. St. Coll. for Teach.

3396. **Wilkinson, Richard.** Socio-recreational activity among students in the college of education. Doctor's, 1940. Ohio State. (Abstract *in*: Ohio State university. Abstracts of doctoral dissertations, no. 31: 373-81)

Finds that freshman recreational interests are greatest in active sports, while seniors are more interested in hobbies and social groups; that students reported greater interest than actual participation in various socio-recreational activities. Shows a need for a program of guidance and recreation which will provide additional information about socio-recreational pursuits, physical facilities for adequately carrying out such pursuits, and training of individual students in specific socio-recreational skills.

3397. **Wright, David Granville.** Student participation in extracurricular activities by welfare levels. Master's, 1939. Stanford.

FAILURES

3398. **Allen, Charles Daniel.** An analysis of failures in the secondary schools of Columbus, Ohio. Master's, 1940. Ohio State. 144 p. ms.

Surveys the extent of failures in the 13 junior high schools and five senior high schools of Columbus during the school year 1938-39. Finds a wide variation in failures between the different schools; that more boys failed than did girls; that most of the failures were in the first year of high school; that the percentage of failures was much greater in the senior high school than in the junior high school; and that there were more failures in mathematics and fewer failures in art and music than in any other school subject.

3399. **Beechy, Atlee.** A study of pupil failure in the elementary schools, Columbus, Ohio. Master's, 1940. Ohio State. 23 p. ms.

Concludes that the percentage of failures is highest in the first grade; that there are more failures in reading than in any other subject; and that there are more failures among boys than among girls.

*3400. **Conklin, Agnes M.** Failures of highly intelligent pupils: a study of their behavior by means of the control group. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 251 p.

3401. **Fahrion, Catherine Boyd.** Some factors associated with failures of junior high school girls. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 41-42)

Analyzes data on the causes of failure of girls in a junior high school in Miami, Fla. in the school year 1938-39. Finds that failures occurred in all grades and sections of the school studied; that mathematics was failed by more girls than any other subject; that MA was a better indicator than IQ; and that ascendance, introversion and lack of emotional balance were more prevalent in the group that failed than in the non-failure group. Concludes that failure is an individual situation varying in kind and degree and in associated factors.

3402. **Farrar, John Curtis.** Pupil-failure in selected high schools with special reference to Trinity, Texas. Master's, 1940. Texas.

3403. **Gilmore, Hazel.** A study of some of the possible causes of failure of pupils to receive promotion from the first grade in the public schools of Buckingham County, Virginia. Master's, 1940. Fla. St. Coll.

*3404. **Goodman, Rose Spain.** A study of failures in the first semester of the freshman year, George Washington university, 1938-39. Master's, 1940. George Washington. 52 p. ms.

Finds that most of the failing students had less than average ranking from high school; that the failing students were slightly older than the average for freshmen in this class; that more boys failed than did girls; that the percentage of married students failing was higher than that of the unmarried; that there was a decided effect on failure produced by membership in a fraternity; that place of residence had an effect on percentage of failures; that the failures carried fewer hours of class work than did the non-failures; and that freshmen had more trouble with their science courses than with their other subjects.

3405. **Hart, Walter.** A study of high school failures in Tyler, Texas. Master's, 1940. Texas.

3406. Leber, Paul. A study of pupil failure in the Willard Hall junior high school, Wilmington, Delaware. Master's, 1939. Temple. 49 p. ms.

3407. Saure, Harold G. The causes of pupil failure in a small university high school. Master's, 1940. Minnesota. 125 p. ms.

Studies failing pupils in grades 7-12 for the school year 1938-39. Finds that the chief causes were: low mentality, physical defects, poor study habits, irregular attendance, and poor reading ability. Shows that home environment and failure of the school to adapt materials and instruction contributed to pupil failures.

3408. Thomas, Henry Morgan. The trend of school failures as revealed by a study of records of elementary pupils. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 154)

Studies the trend of failures and retentions of pupils from 1928-1938. Shows that the rate of failure in each elementary grade followed the trend set by all grades; that the greatest percentage of failures occurred in the first grade; and that the sixth grade had the next highest percentage of failures up to the middle of the period, after which the percentage decreased as the grade advanced.

MARKS AND MARKING

3409. Allgood, E. M. A comparative study of the grades and the intelligence quotients of the boys in the eleventh and twelfth grades of the Port Arthur high school who elected industrial arts with those who did not for the year 1938-39. Master's, 1939. Agr. and Mech. Coll. of Texas. 31 p. ms.

Compares the IQ's and achievement grades of 624 boys, and finds that boys who do not take industrial arts courses have a higher average IQ and make higher marks in academic courses than boys who take industrial arts courses.

3410. Bedell, Ralph. Scoring weighted multiple keyed tests on the IBM counting sorter. Psychometrika, 5: 195-201, September 1940. (University of Nebraska)

Describes a method of scoring such tests as the Strong vocational interest blank by punch card equipment. Concludes that tests can be scored eight times faster than by former manual methods.

3411. Boyd, Bessie. A study of the effects of home and community environment on the marks made in home economics courses by 100 girls in Henderson County, Texas. Master's, 1940. Texas.

3412. Canon, Ernest H. Relation of high school grades to college achievement. Bowling Green, Western Kentucky State teachers college, 1940.

3413. Crookshanks, Ivan C. A comparative study of the attitudes held by parents, teachers, and administrators relative to a marking system in Tulare County. Master's, 1940. Redlands. 100 p. ms.

3414. Davidson, Mary Frances. A study of grades and opinions of certain undergraduate students in winter and summer sessions at Duke university. Master's, 1940. Duke. 72 p. ms.

3415. Denning, Edmund H. A comparison of scores made by sixth and eighth grade pupils in several schools of southeastern Indiana on timed and untimed tests in reading and arithmetic. Master's, 1939. Ind. St. T. C. 47 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 138, July 1940)

Attempts to determine whether the element of time has an effect on the scores made by adolescent children as measured by standardized achievement tests. Describes an experiment in which 175 8B and 125 8E pupils of several public schools of southeastern Indiana were given five tests at the end of the first semester of the school year 1938-39. Shows that the amount gained on untimed tests is statistically insignificant; that the extra allotted time of untimed tests is wasted.

3416. Dixon, June. The variability of the IQ scores of Salt Lake City school children. Master's, 1939. Utah. 90 p. ms.

3417. Ford, Roxana Ruth. A statistical study of the psychological scores and freshman marks in the Division of home economics, Texas technological college, 1935-39. Master's, 1940. Texas Tech. Coll. 35 p. ms.

Finds that pupils in the higher deciles make high marks and those in the lower deciles make lower marks.

3418. Goforth, Malcolm. A comparison of freshman grades with high school grades and psychological scores of class entering Alabama polytechnic institute in 1937. Master's, 1940. Ala. Poly. Inst. 36 p. ms.

3419. Leaf, Curtis Tate. Prediction of college marks: Part 1, Development of a regression equation. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

3420 ——— Prediction of college marks: Part 2, The validity of the regression equation. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

3421. McGinnis, Howard J. Prognostic value of high school grades. Greenville, N. C., East Carolina teachers college, 1940. 3 p. ms.

Compares the high school and other college marks of 122 high school and college students. Concludes that high school marks are a good index of the marks a student may be expected to make in college.

3422. Martin, Dorsie Garnet. Relations between institutional and field ratings for graduates of Concord State teachers college. Master's, 1940. Duke. 70 p. ms.

Analyzes institutional and field ratings of 225 teachers in four counties in a variety of ways.

3423. Moore, Clarence Carl. The relation of teachers' marks to standardized tests. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

3424. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa State teachers college during the 1938-39 academic year in courses giving college credit. Cedar Falls, Iowa State teachers college, 1939. 25 p. ms. (Research report no. 38)

3425. Roberson, Herman Wellington. A comparison of the grades of working boys and non-working boys at the University of Alabama. Master's, 1940. Alabama. 55 p. ms.

3426. Robertson, Juliet M. A study of marking systems and report cards. Master's, 1940. Temple. 87 p. ms.

3427. Schrammel, H. E. and Rasmussen, Otha M. A comparative study of grades given by departments and by instructors of the Kansas State teachers college of Emporia for the 1938-39 school year. Emporia, Kansas State teachers college, 1939. 22 p. ms.

Finds that wide variations exist between the average grades of the various departments, but that the departments tend to be consistent in the average grades they give; that senior college students tend to make higher marks than do junior college students; and that during the summer term all departments give higher marks with less difference between the sexes during the regular school year when women tend to make higher marks than do men.

3428. Sikes, Dennis E. A comparative study of teachers' marks in Winn parish, session 1937-38. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 150-51)

Finds that marks given in classes taught in the afternoon were slightly higher than the marks given in morning classes; that pupils in classes of 20 and under were given higher marks than pupils in larger classes; that girls received higher marks than boys; that high

school pupils' marks were lower than elementary pupils' marks; that there was a definite relationship between size of school and marks given; that inexperienced teachers gave higher marks than teachers with experience; and that first-period marks were lower than those for subsequent periods.

3429. Van Zante, Dorothy. The relation of high school training to marks in first semester college chemistry. Master's, 1940. Ariz. St. T. C., Temple. 65 p. ms.

3430. Walker, Florence Helen. Factors determining teachers' marks and effects of marks on pupils. Master's, 1940. Kans. St. T. C., Pittsburg. 43 p. ms.

Finds that teachers base marks principally on six factors involving self-reliance, effort, success on tests, interest, punctuality, and oral recitations. Concludes that pupils had bad emotional reactions to marks, and that the poorer students had an attitude of failure.

3431. Wandschneider, Willard George. The use of grading scales in the teaching of typewriting. Master's, 1940. Iowa.

*3432. Whitcomb, Beatrice. A study of the methods of grading in girls' physical education in the secondary schools. Master's, 1940. New York. 78 p. ms.

Discusses the philosophy underlying marking, and investigates the methods used by outstanding schools. Finds great differences in the methods used.

3433. Wilson, Glenn. Trends in marking systems. Master's, 1940. Arizona. 153 p. ms. (Abstract in: University of Arizona record, vol. 34: 73)

Traces the evolution and development of the more common types of marking systems with special reference to those used in the secondary schools of Arizona. Indicates that letter or number marks, distributed on a five-point scale, are the most commonly used in high schools at present; that a few schools cling to the percentage system and some are experimenting with marks based on the percentile standard deviation, or accomplishment quotient techniques; and that attempts are being made to define marks more accurately, to mark achievement and character traits separately, and to issue reports to parents at six week intervals.

REPORTS AND RECORDS

*3434. Armacost, George H. High school principals' annual reports: a study of typewritten, duplicated, and printed annual reports of high school principals to the superintendent and board of education, and to the public. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 180 p. (Contributions to education, no. 807)

3435. Chambliss, Scottie William. Improvement and integration of administrative forms other than financial in the David Crockett junior high school. Master's, 1940. Texas.

3436. Cripe, Harold E. A study of parent reactions to the report cards as determined by a cross sectional interview. Master's, 1940. Wisconsin.

3437. Finley, John, Jr. A study of the problem of reporting to parents the progress of pupils in the Lexington elementary school, Lexington, Alabama. Master's, 1940. Alabama. 79 p. ms.

3438. Glass, Nina B. Forms used by elementary schools in reporting to parents. Master's, 1940. Baylor.

3439. Holland, Clement. The annual diocesan school report. Catholic school journal. December 1940. (St. Louis university)

Studies the content of 18 annual Catholic diocesan school reports.

3440. Johnson, Gordon O. Portraying public school information by means of graphs. Master's, 1940. Colo. St. Coll. 132 p. ms.

Studies the basic principles of graph making and gives examples of the use of graphs on educational subjects.

3441. Larson, Almen Oscar. Analysis of annual reports of school superintendents in certain Iowa towns, with recommended improvements. Master's, 1940. Iowa State. 81 p. ms.

3442. McDaniel, Olin Kilpatrick. Information conveyed by school report cards to parents in South Carolina. Master's, 1940. Peabody. 152 p. ms.

Shows a wide variety in material, size, general make-up, form, and color of the cards; that the bases and interpretations of marking systems vary widely; and that school officials disagree as to what is satisfactory and unsatisfactory work; and that there was a tendency to displace the report card with informal notes to parents.

3443. Parr, Arthur Jerrell. The development of a report card for use with the revised Virginia curriculum. Master's, 1940. Virginia. 198 p. ms.

3444. Pease, Gerald Merritt. Industrial arts laboratory forms for high schools with enrollment of 500 or less. Master's, 1939. Iowa State. 117 p. ms.

Studies the opinions of industrial arts teachers in 70 schools in Ohio as to the problems related to laboratory forms for industrial arts classes in small high schools. Concludes that forms are necessary and that they present teaching possibilities. Outlines suggestions as to characteristics, kinds and content of forms, and includes several sample forms.

3445. Ptak, Marcus E. The evolution of State school reports in Ohio. Master's, 1940. Ohio State.

Studies the development of State school reports in Ohio from 1837 to 1937.

3446. Rickerd, Marion L. An evaluation of the cumulative pupil record cards in small school systems. Master's, 1940. Wyoming. 185 p. ms.

3447. Ross, William Robert. Trends in report cards and reporting in the elementary schools. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

3448. ——— Trends in report cards and reporting in the secondary schools. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

3449. Trent, Robert Maxwell. Financial records for college libraries. Master's, 1939. Columbia.

3450. Williams, Helen. A personnel record for the Auburn elementary school. Master's, 1940. Ala. Poly. Inst. 49 p. ms.

3451. Woods, Nellie Belfre. A study of trends in the function and forms of school report cards. Master's, 1940. St. Coll. of Wash. 107 p. ms.

Studies practices in 76 schools, and finds a wide variety of reporting systems.

RETARDATION AND ELIMINATION

3452. Cantwell, Russell S. A study of withdrawals in a central rural school area 1934-1939. Master's, 1940. N. Y. St. Coll. for Teach.

3453. Douglas, Ruth N. A study of the withdrawals from the Cherokee County high school over a period of 10 years, 1921-1931. Master's, 1940. Kans. St. T. C., Pittsburg. 53 p. ms.

Finds that the chief causes of withdrawal were domestic, physical, and financial circumstances.

3454. Eads, J. Perry. Okulgee, senior high school drop-outs through the years 1934-35 to 1939-40. Master's, 1940. Wyoming. 75 p. ms.

3455. Hanchett, Lyle J. A survey of the extent and causes of elimination from White Pigeon high school. Master's, 1940. Michigan.

3456. Jarrell, Shaffer Floyd. A study of certain factors associated with pupil eliminations from Newman, Georgia, high school, 1935-1940. Master's, 1940. Alabama. 92 p. ms.

3457. McCreight, Claire L. A study of pupil elimination in the United township high school, East Moline, Illinois, 1931-1934, and a follow-up study of these eliminants. Master's, 1940. Minnesota. 167 p. ms.

Finds that elimination was caused by intellectual level, retardation, socio-economic status of the home, absence, and failure. Studies the occupational status, marital status, income, and further education of the eliminants.

3458. Mason, Isabelle. Some of the psychological and other influences present in a group of retarded high school pupils. Master's, 1939. Fordham. (Abstract *in*: Fordham university. Dissertations accepted for higher degrees . . . 1940:101)

Studies a group of 82 high-school students who were from 17 to 21 years of age and retarded from one to five terms. Investigates their IQ's, averages in English, shop, mechanical drawing, and commercial work, their home conditions, outside interests and activities, their physical health, and their vocational interests. Concludes that no one of these influences was sufficient to explain all the failures of the group, but that each individual had experienced a number of adverse influences, combinations of which may have accounted for individual school failure.

*3459. Mitchell, Orrel James. A study of pupil elimination from Gonzaga high school from 1923 to 1937. Master's, 1940. George Washington. 36 p. ms.

Studies the extent of elimination caused by compulsory drop-outs; the ages of these pupils; the time of leaving school; the number of subjects failed by them; the number of major subjects failed; what happened to them later; the extent of elimination caused by non-compulsory drop-outs; the reasons for their leaving school; and what happened to the non-compulsory drop-outs later. Finds that most of the failure elimination occurred in the first and second years; that Latin and mathematics were the most difficult subjects for the failures; and that many of the drop-outs transferred to other schools. Concludes that the heavy elimination can be attributed to the set curriculum, offering only the classical course; to the maintenance of a high educational standard by the school; and the lack of an adequate diagnostic test which would indicate the capabilities of the prospective student entering his first year. Suggests a change in the subject evaluation of Latin, the use of diagnostic tests by prospective students, and supervised study periods for certain groups.

3460. Moncla, Samuel Arthur. The relation of the last grade attended by children to the educational level, type of home, and occupation of parents. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 140-41)

Studies 2,448 white children of school age who were not attending school in St. Landry Parish, La., on June 1, 1935. Concludes that the education of parents has a positive effect on elimination of children from school; that type of home has a positive effect on elimination of children from school; and that occupation of parents is a positive factor in the elimination of children from school. Shows that the adult education program needs the support of the teachers, as fewer children would drop out of school if the educational level of their parents were raised; and the need for legislation for compulsory education.

3461. Moore, Elmer J. A study of factors attending boys' failure to finish high school. Master's, 1940. Texas Tech. Coll. 51 p. ms.

Concludes that the major causes of elimination are: conditions, economic conditions, attitudes toward school, size of family, and parental status; and that the minor causes are: Age, health, lack of interest in school activities, and lack of social adjustment.

3462. Shiel, Fred H. A study of elimination and retardation in the Block high school. Master's, 1939. Louisiana State. (Abstract *in*: Louisiana State university. Bulletin, vol. 32 N. S.: 150)

Studies the enrollment of a high school in Jonesville, La., for the sessions 1934-35, to 1938-39, inclusive, to determine the causes of retardation and elimination, their extent, causes, cost, and contributing factors. Offers suggestions for the reduction of elimination and retardation.

3463. Stewart, Charles E. Pupil elimination in Shelby County schools, grades 8-12. Master's, 1940. Cincinnati. 61 p. ms.

Attempts to show the relation of the rural environment to the holding power of the public schools. Finds that farm interests and school programs are at cross purposes. Suggests the possibility of curriculum changes to hold the interest of rural pupils.

3464. Thompson, William Richard. The backward child and the small school. Master's, 1940. Washington. 77 p. ms.

Finds that little rehabilitation work is being done in the schools without State aid; and that States receiving State aid were doing excellent rehabilitation work.

3465. Wiley, Ivan. A study of certain pupils who drop out of high school prior to graduation. Master's, 1940. Wyoming. 157 p. ms.

STUDENT SELF-GOVERNMENT

*3466. Bennett, Margaret S. A study of student participation in school government and activities in Louisville junior high school and Louisville girls high school. Master's, 1939. Louisville. 118 p. ms.

Gives a brief history of the student government movement in the United States, and traces student government in the Louisville girls high school from 1917 to 1938 and its continuation at Halleck Hall into which the two high schools merged.

3467. Conita, Sister Mary. Student participation in the government of the school. Master's, 1939. Seton Hall. 59 p. ms.

Attempts to determine the ways in which student participation in government is valuable in the moral education of the adolescent.

3468. Dooling, Curtis Bernard. Student control of discipline in a senior high school. Master's, 1940. Boston Coll.

3469. Farraday, Clayton L., jr. A study of the organization and activities of the student council in the private secondary schools of the Middle Atlantic States. Master's, 1939. Temple. 75 p. ms.

3470. Grove, Isaac E. A study of the value and uses of pupil participation in self-government in approved Michigan high schools. Master's, 1940. Michigan.

*3471. Holden, B. Spence. Some characteristics of pupils participating in student government. Doctor's, 1940. Peabody. Nashville, George Peabody college for teachers, 1941. 8 p. (Abstract of Contribution to education, no. 274)

Studies 1,566 cases drawn from 28 States. Concludes that pupils who participate in student government are younger, have higher IQ's, higher socio-economic status, higher mental health ratings than pupils of comparable grade levels who do not take part in student government.

3472. Kelley, Earl Clarence. An evaluation of student participation in government in American secondary schools. Doctor's, 1940. Northwestern.

3473. Murray, Robert William. A study of student participation in the administration of the Junior high school. Master's, 1940. Michigan.

3474. Nancarrow, James Edward. The student council in Pennsylvania. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 253-59)

Analyzes activities carried on by student councils in Pennsylvania to determine their value in training for citizenship in a democracy. Describes the development, organization, and administration of the student council. Offers suggestions for improving the student council and for extending its use.

TEXTBOOKS

3475. Andrews, John Robert. A comparative vocabulary study of 23 history textbooks in use in the Texas high schools. Master's, 1940. Texas.

3476. Barngrover, James Victor. Melodic unit content of six vocal music primers. Master's, 1940. Colo. St. Coll. of Ed.

3477. Bechtolt, Edward. An investigation of textbook selection. Master's, 1940. Washington. 80 p. ms.

Studies methods of selection in various States; State printed textbooks; and the relations of publishers to textbook selection. Recommends free selection. Shows that State printing of textbooks is a failure.

3478. Beck, Charles F. A study of terms used in secondary school general chemistry textbooks. Master's, 1939. Temple. 585 p. ms.

3479. Blount, J. W. A comparative study of six series of spellers. Master's, 1940. Texas.

3480. Brakensiek, Irvin Lloyd. An analysis of farm practice books now in use and opinions of teachers concerning them as a basis for their improvement. Master's, 1940. Illinois.

3481. Bringhurst, Nancy. Provision for the development of reading abilities in Texas State adopted texts for fifth grade (1938-40). Master's, 1940. Texas.

3482. Campbell, Justine T. A study of word group frequency in elementary school readers. Master's, 1940. Cincinnati. 61 p. ms.

Surveys word group frequencies in 13 elementary school readers for the fourth, fifth, and sixth grades. Finds that appropriate instructional responsibilities have not been determined for each grade. Recommends remedial measures, including the use of individual intelligence tests, reading tests, factual materials of instruction, and careful grading of work.

3483. Cappannari, Louis L. Selection and evaluation of reading materials for social mathematics. Master's, 1940. Michigan.

*3484. Carpenter, Marie Elizabeth. The treatment of the Negro in American history textbooks: a comparison of changing textbook content, 1826 to 1939, with developing scholarship in the history of the Negro in the United States. Doctor's, 1940. T. C., Col. Univ. Menasha, Wis., George Bantu Publishing Company, 1941. 137 p.

Analyzes 87 representative history textbooks for use in the elementary and secondary schools of the United States. Finds relatively general agreement on the treatment of the Negro in American history textbooks; that present trends reveal a serious academic lag. Offers recommendations for a well rounded treatment of the Negro and of American history in general.

*3485. Chase, Elizabeth Love. A study of American school editions of Shakespeare's *Macbeth*. Master's, 1940. George Washington. 95 p. ms.

Examines all available American school editions of the play to determine changes in editorial opinion concerning the teaching of *Macbeth*, tendencies in the use of teaching and learning aids, and tendencies in the selection and presentation of other supplementary materials.

3486. Clark, Donald. An analysis of textbooks in the history of literature. Master's, 1940. Cincinnati. 96 p. ms.

*3487. Clish, Albert R. A study of the content of some general science textbooks for grade 9. Master's, 1940. Boston Univ. 73 p. ms.

Analyzes 14 textbooks according to a check-list of 807 items.

3488. Coble, Elmer C. Cultural materials in representative German textbooks used in the Chicago public schools during the school year 1938-39. Master's, 1940. Loyola. 103 p. ms.

3489. Cochran, T. Anne. The vocabulary burden of *Our business life* by Lloyd L. Jones. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine if there is a definite level at which ninth grade students have difficulty in comprehending everyday business training textbooks; if so, where that level is in the Thorndike placement scale; and to analyze this textbook to determine how many of the difficult words occur in the book, their Thorndike rating, the frequency of their occurrence, and the provisions made by the author for mastering these words by repetition or definition.

3490. Cope, Walter R. The influence of the Modern foreign language study on recent German textbooks. Master's, 1939. California, L. A.

Analyzes 15 first year German textbooks published or revised during the years 1930 to 1938. Concludes that the majority of the authors of recent German textbooks have accepted

the recommendation of the Modern foreign language study that the development of reading ability be the immediate objective of elementary foreign language instruction; that there has been a shift in emphasis from grammar to reading; that the use of word lists in the choice of vocabulary is a general practice; and that most of the textbooks are designed for intensive study of a comparatively limited amount of reading matter rather than for extensive reading.

3491. Coulter, Helen Marie. The treatment of the World War in 13 selected history textbooks. Master's, 1939. Smith.

3492. Cox, Johnnye V. The use of State adopted textbooks and other materials in social study classes. Master's, 1940. Georgia. 51 p. ms.

Concludes that too much emphasis was placed on textbook matter, and that supplementary materials and community resources were neglected.

3493. Crawford, Lewis D. A survey of visual aids in senior high school American history textbooks. Master's, 1940. Michigan.

*3494. Crowley, Charles T. An investigation of the vocabulary difficulty of the social studies text, for the ninth grade, entitled *Changing governments and changing cultures*. Master's, 1940. St. T. C., Fitchburg. 81 p. ms.

Attempts to determine whether this textbook is suitable for the ninth grade. Concludes that the vocabulary of this book is too difficult for ninth grade pupils.

3495. Cupples, Claude C. A study of the vocabulary burden of a textbook in junior business training. Master's, 1940. Michigan.

3496. Davenport, Ralph O. A study of the selection and use of textbooks in North Dakota high schools. Master's, 1940. Washington. 62 p. ms.

Finds that the method of selection and the method of furnishing books to the North Dakota high schools is unsatisfactory.

3497. Daw, Seward Emerson. A controlled vocabulary for the middle grades. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 76-83)

Describes an experiment in which word lists contained in six master's theses for the University of Pittsburgh were used as a check list, and the words compared with words in 101 additional textbooks in history, geography, social science, natural science, arithmetic, music, and English, for the third through the sixth grade levels. Concludes that writers of textbooks for the middle grades introduce too many new words at the various grade levels, and that some method of vocabulary control is necessary to lessen the reading difficulties encountered by school children in their attempt to master textbook materials.

*3498. Dowd, Francis T. Investigation of the vocabulary burden of Vaughan's *General psychology* (revised). Master's, 1940. St. T. C., Fitchburg. 44 p. ms.

Concludes that this text should not offer other than normal vocabulary difficulty to college freshmen.

3499. Drury, Sister Mary Patricia. An analysis, comparison, and evaluation of three sets of ancient histories and their revisions. Master's, 1940. St. Louis. 72 p. ms.

3500. Dunworth, J. Paul. An analysis of trends in the treatment of social legislation in American history textbooks for the junior high school. Master's, 1940. Michigan.

3501. Engelbrecht, Alma Louise. Topic classification analysis of 10 textbooks in everyday business. Master's, 1940. Indiana. 263 p. ms.

3502. Evans, Marguerite. An analysis of four textbooks in dramatic art for secondary schools. Master's, 1940. Iowa.

*3503. Frithe, Matthew S. Catching up with antiquity: a primer of Egyptology for adults. Doctor's, 1940. New York. 132 p. ms.

Presents a simple text for persons wishing to know something about the Ancient Egyptians.

*3504. Forbes, Ina. Reading aids in third grade basic readers. Master's, 1940. George Washington. 59 p. ms.

Studies 14 third grade basic readers on the approved list of books in the public schools of Washington, D. C., 1939-40, to determine: provisions made for study aids for children; the types of aids provided; and the relative emphasis given to these various types. Shows the attitude of teachers toward reading aids in third grade basic readers; the study aids preferred; and those disliked. Finds that 11 of the readers provide study aids for children in the reader itself; that the aids are designed to promote recognition; to promote comprehension and interpretation; to improve study techniques; and to promote rate of reading; that teachers believe that study aids should be provided in the basic readers; and that teachers and authors are in agreement as to the relative value of the various types of study aids.

3505. Foster, Richard James. Degree of repetition or expansion of concepts in series of general science texts for grades seven, eight, and nine. Part 1. Master's, 1940. Iowa.

3506. Furman, David. An analysis of some recent high school biology textbooks with special reference to the study of reproduction. Master's, 1940. Cornell. 102 p. ms.

3507. Gaertner, Clara B. An analysis of two geography textbooks, one designed for the fourth grade, the other for the fifth grade, written by the same author. Master's, 1940. Michigan.

3508. Goodrich, Margaret Anne. An analysis and comparison of fifth grade English textbooks published from 1858 to 1904 with those published from 1935 to 1939. Master's, 1940. Michigan.

3509. Gray, Hugh C. Analysis of the subject matter in textbooks of general science to determine whether the real objectives of the course may be presented to the pupil through them. Master's, 1940. East Texas St. T. C. 96 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 33-34)

3510. Grout, Glenn Merton. Practices in Iowa schools in distributing textbooks by the rental plan. Master's, 1939. Iowa State. 130 p. ms.

Studies the different practices in textbook distribution used by 29 Iowa school superintendents. Discusses the reasons for establishing the rental plan. Gives bases for fee establishment and adjustment; and discusses penalties and payment of fee. Outlines the advantages and disadvantages of the plan, and presents administrative and cost accounting procedures.

3511. Hall, Harlan L. A study of the vocabulary difficulty of the thought problems in five algebra textbooks. Master's, 1940. Michigan.

3512. Hannon, Herbert Harold. An investigation to determine which of the words presenting vocabulary difficulty in high school science texts are of a mathematical nature. Master's, 1940. Michigan.

3513. Harper, O. Claude. A comparison and analysis of the vocabularies of *Functional method dictation* and *Speed drills in Gregg shorthand*. Master's, 1940. Okla. A. & M. Coll.

Concludes that the vocabulary burden of these books is comparatively light.

3514. Harris, John Benjamin. Administration of textbook rental systems. Master's, 1940. Indiana. 46 p. ms.

3515. Harvey, Vesta Blanche. A study of American elementary arithmetic textbooks for grades one and two written during the period 1821 to 1938 to trace the attempts of the authors to conform to the changing aims of education. Master's, 1939. Ind. St. T. C. 278 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 147, July 1940)

Analyzes 10 primary arithmetic textbooks, and one number story book of the period 1821 to 1938, inclusive. Finds that the textbooks from 1821-1892 show the influence

of the Pestalozzian theory of mental discipline and faculty psychology; that the textbooks from 1895-1933 show the reaction against mental discipline and faculty psychology, and that emphasis is given to the material and processes which will prepare the pupil for future practical needs; and that the textbooks of the period 1933-1938, inclusive, show conformity to the educational aim of social utility.

3516. Haskell, Oscar. Minimum functional Spanish grammar for the New York City high schools. Master's, 1940. Coll. of the City of N. Y. 26 p. ms.

3517. Hawthorne, Hugh Boyd. Repetitions of construction in Book 1 of plane geometry. Master's, 1940. Ohio Univ. 39 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 25)

Studies seven texts used in Ohio high schools

*3518. Heller, Hobart F. Concerning the evolution of the topic of factoring in textbooks of elementary algebra published in England and the United States from 1631 to 1890. Doctor's, 1940. T. C., Col. Univ. Berwick, Pa., Keystone Publishing Company, 1940. 165 p.

3519. Helt, Raymond L. An analysis of the questions in general science textbooks. Master's, 1940. Iowa.

3520. Hernly, Madonna. Comparison of geometry textbooks during the last 50 years. Master's, 1940. Ball. St. T. C. 96 p. ms.

Analyzes and compares 33 plane geometry textbooks and finds that a change has been made in their content in order to make them more useful and more appealing.

3521. Holmes, Olivette. A comparative study of early and recent textbooks in interpretative reading. Master's, 1940. Iowa.

3522. House, L. C. The suggested enrichment of American history by means of certain allusions to science which appear in a given history textbook. Master's, 1940. Michigan.

3523. Hulse, Virginia. A comparison of six first year algebra books recently published. Master's, 1940. Texas.

3524. Johnson, Annie Lee. Changes in the content of algebra texts from 1835 to 1940. Master's, 1940. Alabama. 75 p. ms.

3525. King, Charlene. Concepts contained in pre-primers and primers adopted by the State of Texas for 1940. Master's, 1940. East Texas St. T. C. 146 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 36-38)

Attempts to determine the words, together with their different concepts, children need to know in order to read these books; and to determine whether the words contained in the books represent the permanent and immediate reading needs of the child.

3526. King, Virgil Doyle. A comparative study of the vocabularies of nine ninth grade general science textbooks approved for use in Kentucky. Master's, 1940. Kentucky. 149 p. ms.

Compares 500 words from each of several textbooks with Thorndike's *Teacher's word book*, and ranks the books in descending order of vocabulary difficulty. Finds a significant variation in the difficulty of the word lists, and that the vocabularies were less difficult than the vocabularies of biology, physics, and chemistry books.

3527. Lane, Sister Marie Raymond. A survey of the textbooks and other literature used in Catholic religious education in the United States before 1850. Master's, 1940. Catholic Univ. 80 p. ms.

Investigates the religious educational publications used in the religious instruction of English-speaking Roman Catholics between the years 1775 and 1850 in an endeavor to ascertain the educational theories and practices prevalent during that period. Finds that material on Catholic doctrine was provided on all levels of instruction; that with few exceptions, these works were in catechetical form; that the catechism was an indispensable

textbook in the religious instruction of the young; and that provision was made for the enrichment of the catechetical content through supplementary works of devotional and ascetical nature, and for remedial instruction of older persons through the publication of explanatory material.

*3528. Lange, Paul William. The administration of free textbooks in city school systems. Doctor's, 1940. Chicago. Chicago, University of Chicago libraries, 1940. 165 p.

Analyzes the present status of textbook legislation; expenditure and bases of allocating funds for textbooks; quantity of reading material provided in two important fields of study; recommendations of teachers and supervisors with respect to quantity and method of distribution of textbooks; administrative procedures used in selecting textbooks; and textbook accounting.

3529. Lengenderfer, Fintan A. The selection of textbooks for woodfinishing, painting, and decorating, based upon recommended instructional units. Master's, 1940. Stout. 35 p. ms.

3530. Larson, James G. Physics concepts involved in a college textbook of human physiology. Master's, 1940. Iowa.

*3531. Lynch, Theresa I. Communicable disease nursing. Doctor's, 1940. New York. 346 p. ms.

Presents a textbook for schools of nursing, dealing with communicable diseases, and their nursing care in hospitals and homes.

3532. McCarthy, Sister Mary Auselm. A study of the vocabulary of three fourth grade geography texts (*Our lands and far lands; Our neighbors near and far; Journeys through many lands*). Master's, 1940. Catholic Univ. 154 p. ms.

Attempts to ascertain the frequencies of the words which the pupil meets in his yearly work in geography by comparing the number of different words used in each of these textbooks with the Thorndike word list. Concludes that the number of different words employed in the six books were in sufficient agreement to be satisfactory; and that more than 94 percent of the running words used in the texts were common to the first 5,000 words of the Thorndike list; but that the average frequencies in the six books are not adequate since words do not appear often enough to develop correct concepts

3533. McCormack, Mildred Hungate. A famous story reader for grade 5. Master's, 1940. Kansas. 337 p. ms.

3534. MacDonald, George V. An investigation of the vocabulary burden of the *Whitbeck high school geography*. Master's, 1940. Michigan.

3535. McGrath, Lucille MacKenzie. A survey relating to the verbal problems in algebra textbooks of the years 1839-1939. Master's, 1940. Michigan.

3536. McNiel, Forest. An analysis of eight high school biology textbooks. Master's, 1939. Ind. St. T. C. 98 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 146-47, July 1940)

Studies the properties of biology textbooks, and points out central tendencies or trends.

3537. Mansour, Helen. Comparison of the reading difficulties of a geography textbook and a reader for grade four. Master's, 1940. Michigan.

3538. Meadows, Mary Elizabeth. A survey of junior business texts with certain constructive proposals. Master's, 1940. Iowa.

3539. Menning, Jack Harwood. The development of a scientific approach to business letter writing as revealed in textbook content since 1900. Master's, 1940. Texas.

3540. Milburn, Marjorie R. To what extent does a single social science text answer the questions on given problems raised by second grade children? Master's, 1940. Iowa.

3541. Nold, Nevada. A comparative analysis of seven recently published textbooks in arithmetic for grade six. Master's, 1940. Michigan.

*3542. Novinger, Faith Fairchild. Curricular problem of the slow-learning child in ninth grade mathematics. Master's, 1940. George Washington. 27 p. ms.

Analyzes 23 textbooks in ninth grade mathematics designed for use with slow-learning pupils to determine who is writing the textbooks in this field, the major objectives cited for the teaching of mathematics to the slow-learning pupil; the provisions for individual differences claimed by the various authors of these texts; the distribution of subject matter among the various fields of mathematics, in each text; and the relative difficulty of the topics in the texts. Finds that these textbooks tend to be written by senior high school teachers and professors of mathematics, who tend to collaborate; that all of the textbooks contained claims for individual differences; that the major categories of subject matter include arithmetic, commercial arithmetic, algebra, social uses, and consumer training; that arithmetic receives the greatest emphasis; and that there is great diversity of opinion concerning algebra.

3543. Parks, Alta Beatrice. Materials and methods for junior business training found in textbooks published since 1920. Master's, 1940. Texas.

3544. Petch, Gertrude. A comparison of the vocabulary burden of a language book and a reader for grade four. Master's, 1940. Michigan.

3545. Price, Max L. An evaluation of textbooks for junior business training in terms of six criteria. Master's, 1940. Wittenberg. 115 p. ms.

Evaluates six textbooks. Shows that the criteria formulated for evaluating these texts could be generally employed for textbook evaluation and selection in the local high school.

3546. Prosser, Amy Eton. A semantic study of certain first grade books. Master's, 1940. Temple. 225 p. ms.

3547. Rasmussen, Harold. The selection of textbooks in general drawing for intermediate schools. Master's, 1940. Stout. 24 p. ms.

3548. Reeves, Frances. An analysis of selected biology textbooks. Master's, 1940. Georgia.

Analyzes 10 biology textbooks, including the five adopted by Georgia. Finds that the format of the books varied widely, as did the number of difficult terms.

3549. Reid, Ada Mae. *Our little friends*: a first reader. Master's, 1940. Michigan.

*3550. Riordan, Joseph W. A study of the vocabulary burden of a college textbook in philosophy (Gamertsfelder and Evans). Master's, 1940. St. T. C., Fitchburg. 60 p. ms.

Shows the variety of words used in *Fundamentals of philosophy*, their frequencies, and their level of difficulty.

3551. Risser, Lowell Edwin. An analysis of the illustrative material in certain secondary biological textbooks. Master's, 1940. Iowa.

3552. Robinson, Thomas Edmond. Reading difficulty of history textbooks. Doctor's, 1940. Rutgers.

3553. Rogers, Helen E. A phonetic transcription of French texts in *Si Vous Lisions*. Master's, 1940. Iowa.

3554. Rood, Holland Wallace. A study and evaluation of the texts used in teaching mechanical drawing 1 in some of the smaller high schools of New York State and an outline of a proposed course. Master's, 1940. N. Y. St. Coll. for Teach.

3555. Rutz, Ildiefontz. A comparative study of the vocabularies in a reader and an arithmetic designed for grade three. Master's, 1940. Michigan.

*3556. Schultz, Julian. A study of the vocabulary content and difficulty of Werner Neuse's German reader: *Wege zur Deutschen Kultur*. Master's, 1940. St. T. C., Fitchburg. 55 p. ms.

Discusses the importance of vocabulary studies. Describes the procedure employed in this study. Finds that the reader is difficult for the average student.

3557. Schultz, Philip Joseph, jr. A comparative study of the vocabularies of 12 French grammar and composition texts. Master's, 1939. Stanford.

3558. Shaw, Lyle James. Rating two automobile laboratory textbooks on vocabulary load and sentence structure. Master's, 1940. Iowa State. 85 p. ms.

3559. Sims, Ruth Lytle. Word-group concepts contained in certain pre-primers. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 2)

3560. ——— Word concepts contained in pre-primers and primers. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 1)

3561. ——— Word-group concept contained in certain primers. Doctor's, 1940. Colo. St. Coll. of Ed. (Field study no. 3)

3562. Smith, Don A. A comparison of the content of high school American history textbooks of the years 1920 to 1925 with high school American history textbooks of the years 1937 to 1939. Master's, 1940. Michigan.

3563. Smith, Kathryn Elizabeth. A critical study of reading skills emphasized in basal readers. Master's, 1940. Iowa.

3564. Spears, Opal. Concepts contained in second grade readers adopted by the State of Texas. Master's, 1940. East Texas St. T. C. 293 p. ms. (Abstract in: East Texas State teachers college. Graduate studies 1940: 56-57)

Attempts to determine the words and concepts contained in the second grade readers; to determine the importance of these words and concepts; and to determine to what extent the books containing these words and concepts meet the immediate and permanent reading needs of the child.

3565. Streuber, Charles DeWeese. Development of civic education in the United States from 1830 to the present, as indicated by an analysis of secondary school textbooks. Master's, 1940. California, L. A.

Finds a continuous increase in the annual production of civics texts; a complete change in title, none of those in use during the first period being used during the last; a definite trend away from memory methods toward sociological and functional methods during the later periods, and toward the conceptual method during the last period; continuous increases in the amount of visual aid and assimilative material; a trend toward more authors per book, and toward the collaboration of professional political scientists, educators, and secondary school teachers in the writing of such books; and a gradual improvement in physical characteristics, including larger type and larger pages. Includes a bibliography of more than 350 civics textbooks.

3566. Takala, Reino M. Selection and evaluation of reading materials for social mathematics. Master's, 1940. Michigan.

*3567. Thomas, Abdelnour Simon. Changes in plane geometry textbooks. Master's, 1940. Boston Univ. 94 p. ms.

Examines typical geometry textbooks since 1900 and notes tendencies and major changes.

*3568. Van Bodegraven, Paul. A textbook on the senior high school music conductor. Doctor's, 1940. New York. 174 p. ms.

Gives data on baton technique, interpretation, score reading, rehearsal aims and procedures, and the concert.

3569. Van Heuvelen, Willis. Health education subject matter found in high school chemistry textbooks. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 122-23)

Analyzes the amount and type of health education subject matter presented in 14 of the most used high school chemistry textbooks.

3570 Weber, Vinson M. An analysis of the types of questions found in six currently used biology textbooks. Master's, 1940 Michigan.

3571 Weigel, Otto. A study in the adaptability of textbook content in meeting present rural school pupil achievement in music. Master's, 1939. Fort Hays Kans. St. Coll. 98 p. ms.

3572 West, C. Sherwood. The relative advantages of three methods of providing textbooks in a secondary school. Master's, 1940. N. Y. St. Coll. for Teach.

3573 Wierenga, Elmo. A study of the types of questions used in a selected list of textbooks in biology. Master's, 1940. Michigan

3574 Wilson, Nellie A. A correlation of supplementary reading materials with three selected basic texts for the kindergarten-primary grades. Master's, 1940 Kans. St. T. C., Emporia. 97 p. ms.

3575. Woodbridge, Ray. An analysis for four first year typewriting tests used in the high schools of Texas. Master's, 1940 East Texas St. T. C. 117 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 68-69)

Finds that each text has a definite procedure for developing typewriting power.

3576 Woodby, Lauren Gayle. An investigation of types of questions occurring in six high school textbooks in physics. Master's, 1940. Michigan.

3577. Zeigler, Juliana. An analysis of high school clothing textbooks. Master's, 1940. Georgia.

*3578. Zorn, John William. An analytical survey of secondary school speech texts, 1788-1850. Master's, 1940. Boston Univ. 134 p. ms.

Discusses speech in the early American college and secondary school curricula; texts which influenced secondary school speech; and textbooks used in secondary schools from 1788 to 1850; William Russell and Ebenezer Porter, who were outstanding writers of secondary school speech textbooks of that period

SCHOOL BUILDINGS AND EQUIPMENT

3579. Barnhart, Elbert L. The general shop in New Jersey. Master's, 1940. Stout. 58 p. ms.

Studies the factors affecting the use of the pupil-foreman personnel organization in the comprehensive general shop in towns of 80,000 population.

3580. Berry, John A. Teacherages in rural and village schools. Master's, 1940. Colo. St. Coll. 44 p. ms.

Covers advantages and disadvantages of teacherages, their types and equipment, and various plans of operation, with special reference to Weld County, Colo. Concludes that teacherages are desirable.

3581. Clucas, Gordon Henry. A five year study of the accidents of the St. Louis board of education playgrounds. Master's, 1940. Kansas. 143 p. ms.

3582. Colvin, Ronald P. A proposed plan of campus consolidation for the Ransom, Utica, Arnold, Brownell rural high schools in northern Ness County, Kansas. Master's, 1940. Kans. St. T. C., Emporia. 56 p. ms.

3583. Corbett, Leolian. The nutritive value of dietaries available to students at the University of Tennessee cafeteria. Master's, 1940. Tennessee. 88 p. ms.

Finds the diets adequate or inadequate, depending upon the individual's choice of foods.

*3584. Denham, Elwood Lewis. A check list for the evaluation of cafeterias and cafeteria service in public secondary schools. Master's, 1940. Boston Univ. 118 p. ms.

Discusses cafeteria problems and practices, and presents a check list for use by school administrators in measuring the efficiency of school cafeterias.

3585. Dersham, E. W. Construction of the Williams elementary school building in accordance with the Public works administration regulations. Master's, 1940. Arizona St. T. C. 128 p. ms.

3586. Dickinson, Loren A. A proposed building code for school buildings in Arizona. Master's, 1940. Arizona St. T. C. 75 p. ms.

3587. Draper, Marian. The comparative initial cost and upkeep of built-in and movable furniture in residence hall student rooms as determined from 10 buildings housing University of Texas students. Master's, 1940. Texas.

3588. Emerson, James C., Jr. Problems of purchasing, issuing, and accounting relating to supplies used in industrial arts classes in Oklahoma. Master's, 1940. Okla. A. & M. Coll.

Attempts to determine current practices of shop supplies management. Recommends the use of a series of forms, which were developed for this purpose.

3589. Faye, Morley D. School building survey and program for the city of Harrisburg, Pennsylvania. Master's, 1940. Temple. 200 p. ms.

3590. Feddersen, Marvin W. Specifications and tests of quality for selected items of school supplies. Master's, 1940. Nebraska. 187 p. ms.

Attempts to find methods of determining specifications and quality of 83 school supply items. Finds that Nebraska superintendents buy supplies without applying scientific tests of quality to the materials purchased. Recommends that cooperative buying be done to achieve economy.

3591. Florence, John Augustus. A recommended plan of cooperative selection of school supplies for Pickaway County, Ohio. Master's, 1940. Ohio State. 85 p. ms.

Finds that the districts using the cooperative plan of selecting school supplies have shown savings.

3592. Fowles, Lewis F. Planning school plants for community use. Master's, 1940. Nebraska. 71 p. ms.

Deals with planning of the school plant for use by adults and out-of-school youth in communities with a four-year high school enrollment, of 150 or fewer pupils and an elementary school enrollment of 200 or fewer pupils. Shows that the playground should provide recreational facilities for the entire populace; that an auditorium-gymnasium should be provided; that the auditorium-gymnasium, library, and community room should be heated separately from the rest of the building.

*3593. Hammond, Frederick Douglas. A study of the science laboratories in the secondary schools. Master's, 1940. Boston Univ. 102 p. ms.

Analyzes the high school science laboratories of schools built since 1930 in order to determine what appears to be standard practice in high schools of different size enrollments.

3594. Heacock, Elmer V. Demonstration equipment for ninth grade general science. Master's, 1940. Iowa.

3595. Hintz, Ernest H. Shop planning and machine equipment for a unit woodwork shop in an industrial arts program for the senior high schools at Rockford, Illinois. Master's, 1940. Stout. 43 p. ms.

3596. James, Genevieve. A check sheet for high school auditorium stages. Master's, 1940. Ohio Univ. 60 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 26)

Develops a comprehensive and detailed check sheet for high school auditorium stages to assist school boards and high school architects in building and equipping stages.

3597. Jimerson, John Allen. Specifications for selected major items of school supplies. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 123-37)

Attempts to determine the items of school supplies which entail the greatest expendi-

tures of money; to procure specifications for those items for which specifications have been written; to construct specifications for additional items; and to provide methods which will aid the consumer in determining whether goods purchased are the kind and quality desired and specified.

3598. Junkin, Vera. The educational opportunities of the school cafeterias in Sioux City, Iowa. Master's, 1940. Iowa State. 161 p. ms.

3599. Kellog, Everal G. School supply management in Calumet County, Wisconsin. Master's, 1940. Minnesota. 94 p. ms.

Surveys and analyzes current practices in the selection, purchase, and management of school supplies in the 50 rural school districts and the five high school districts of the county. Shows that cooperative purchasing is a possibility for rural school boards, and results in substantial savings.

3600. Kerr, Edwin Orville. A study of the effect of automatic lighting on pupil achievement. Master's, 1940. Kans. St. T. C., Emporia. 36 p. ms.

3601. Kiger, Orville E. A study of the physical plant of the six year high school in West Virginia, 1938-39. Master's, 1940. Michigan.

3602. Lanman, Judson H. A survey of lighting conditions in the schools of Pickaway County, Ohio. Master's, 1940. Ohio State. 65 p. ms.

Finds that 78 percent of the rooms surveyed were under standard in illumination

3603. Larive, Armand. High school dormitories in South Dakota. Master's, 1940. Oregon.

3604. Layman, John C. A study to determine a practical plan and arrangement of facilities for the vocational agriculture building at the proposed consolidated high school in Charlotte County, Virginia. Master's, 1940. Va. Poly. Inst. 132 p. ms.

3605. Leaf, Elmer Maynard. Criteria for planning the industrial arts shop in schools under 800 enrollment. Master's, 1940. Oregon St. Coll.

*3606. Loos, Leonard E. An experimental investigation of levels of intensity of schoolroom illumination and reading efficiency. Doctor's, 1940. New York. 100 p. ms.

Studies the effect of illumination on the reading efficiency of 326 pupils in grades 4-8 of the Euclid, Ohio, school. Finds no educational justification, insofar as reading efficiency measured by more than 1,000 reading tests is concerned, for recommending higher level of illumination for classroom.

*3607. Luehring, Frederick William. Swimming pool standards. Doctor's, 1938. T. C., Col. Univ. New York, A. S. Barnes and co., 1939. 273 p.

3608. Lund, Elsie Marie. The educational effectiveness of a school cafeteria in relation to food selection, social customs, and civic responsibilities. Master's, 1940. Iowa State. 70 p. ms.

3609. Misner, Richard L. Locally constructed apparatus for use in high school physics. Master's, 1940. Nebraska. 66 p. ms.

Prepares a list of apparatus which could be constructed locally, and describes and evaluates other types of apparatus found in literature.

3610. Moore, Sister Alice Joseph. Standards of classroom equipment for the intermediate grades. Master's, 1940. Catholic Univ. 84 p. ms.

Considers classroom equipment in use in 75 intermediate grade rooms. Sets up standards of minimum and ideal equipment for grades four, five, and six.

3611. Morrison, A. L. Wall tool locker for vocational departments. Auburn, Alabama polytechnic institute, 1940.

3612. Moser, Albert A. Educational and business aspects of the equipment of physics laboratories and methods. Master's, 1940. Texas.

3613. Moynihan, C. G. The Public works administration as an aid to school building construction. Master's, 1940. N. Y. St. Coll. for Teach.

3614. Myers, Robert Gilbert. An evaluation of the administration and operation of school cafeterias in the east Texas oil field areas Master's, 1940. North Texas St. T. C.

3615. Nicholas, David Mansfield. An expansion program for the University of Tennessee power plant, 1940. Master's, 1940. Tennessee. 125 p. ms.

3616. Norman, Loyal Vernon. Administrative procedures in men's dormitories in Oklahoma and Arkansas State colleges and universities. Master's, 1940. Okla. A. & M. Coll.

Shows that great variations exist in the tenure, training, and experience of officials responsible for the management of men's dormitories; that most of the hostesses are lacking in training and experience; that it is a general practice to employ students for maintenance work and for proctering duty. Concludes that many dormitories for men are designed and built without due regard to the efficient management of the organizations which they are to house, and without proper regard for the comfort and convenience of those who may choose to reside there.

3617. Oates, J. Myron. Physical education facilities in Class A and B high schools in Oklahoma. Master's, 1940. Okla. A. & M. Coll.

Studies play areas, gymnasias and the number using them, dressing rooms, team rooms, shower rooms, sanitary features, director's room, examination room, and swimming pool. Shows a need for improved physical education facilities.

*3618. Parkhurst, Winslow Smith. Cafeteria policies and practices in selected New England schools. Master's, 1940. Boston Univ. 160 p. ms.

Studies cafeteria policies and practices in 168 secondary schools. Discusses the length of lunch periods, type of rooms, location, utilization, furnishing, table decoration, kitchen equipment, service equipment, hot foods, food selection, volume of sales, quality of food, records, wages, and distribution of receipts.

3619. Patterson, Robert C. The per capita cost of woodwork materials for eighth grade students in the Houston junior high schools. Master's, 1939. Agr. and Mech. Coll. of Texas. 48 p. ms.

Finds that the average cost of providing materials for one class hour of instruction to one pupil was 2.2 cents.

3620. Pribble, P. F. A proposed plan of building reorganization for the Ritchie County, West Virginia, schools. Master's, 1940. Ohio Univ. 217 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 54)

Shows the need for modern educational plants, curricula, organizations, and other improvements in terms of the local situation in each school center.

3621. Propst, Otis H. Essential equipment for teaching general science in grades seven, eight, and nine. Master's, 1940. Iowa.

3622. Rawlins, Charles W. The status of lighting in some school shops in Ohio and recommendations for improved lighting. Master's, 1940. Ohio Univ. 112 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 42)

Indicates that current lighting practices are not in accord with the recommendations of experts. Concludes that teachers should be orientated about lighting conditions as a part of their college training; that school authorities must be shown their responsibility for providing good lighting and for giving greater consideration to the lighting problems, especially in the old shops.

3623. Rinear, Louis Charles. Large scale, home constructed equipment for science demonstrations. Master's, 1940. Ohio State. 61 p. ms.

Describes the construction of pieces of large scale demonstration apparatus which can be made by the teacher or by the student.

3624. Robertson, Roy C. Design of an air laboratory for the Mechanical engineering department of the University of Tennessee. Master's, 1940. Tennessee 109 p. ms.

3625. Roos, Carl Andrew. Health service facilities for public school buildings. Doctor's, 1940. Rutgers.

3626. Rubin Nathan. Safety and health of the school child: a self-survey of school conditions and activities at a typical annex of a modern high school. Master's, 1939. New York. 196 p. ms.

Finds protection for the average high-school pupil at annex buildings inadequate.

3627. Ruder, Marvin E. Availability of typewriters for the pupils' personal use. Master's, 1940. Ohio State. 77 p. ms.

Ascertains the availability of typewriters in the schools and in the homes of 1,177 pupils of Ashtabula and Lake Counties. Finds that while typewriters are available to nearly all of the pupils sometime during the day, certain schools did not have typewriters available during study periods and during the noon hour; and that 30.1 percent of the pupils had typewriters available in their homes.

3628. Salada, Mary Jane. A survey of the office machines and office aids used in the principal's office of medium sized high schools in Pennsylvania. Master's, 1939. Temple. 56 p. ms.

3629. Saylor, Nelma Laura. A study of the financial management of the five cooperative houses for women at Oregon State college. Master's, 1940. Oregon St. Coll.

3630. Steinhoff, George Lester. Methods of storing woodworking project materials in the industrial arts laboratory. Master's, 1940. Iowa State. 107 p. ms.

3631. Stocker, Lillian C. The development of floor plans and specifications for the heavy duty equipment of an Ohio university food unit. Master's, 1939. Ohio Univ. 90 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 64-65)

3632. Stover, William R. Changes in standards for elementary school building construction. Master's, 1940. Temple. 110 p. ms.

3633. Stromberg, Kathryn Lois. The development of a housekeeping routine for a dormitory housing 225 men. Master's, 1940. Ohio Univ. 78 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1940: 52)

Studies the duties and qualifications of the housekeeper, her equipment, and the maintenance which resulted from the construction of housekeeping schedules and instruction sheets for cleaning and maintaining a men's dormitory.

3634. Thompson Fred Merritt. The United States Bureau of Standards as an aid to the selection and purchase of school supplies. Master's, 1940. Texas.

3635. Timmons, Jerome Darrell. A school building program for Henderson, Kentucky. Master's, 1940. Indiana. 58 p. ms.

3636. Trabert, Milo A. Special factors affecting the Knoxville, Iowa, school building program. Master's, 1940. Iowa.

3637. Turner, Wendell P. A proposed school building code for the State of Arizona. Master's, 1940. Arizona. 97 p. ms. (Abstract in: University of Arizona record, vol. 34: 69)

Proposes a school building code dealing with the architect, site of the building, general characteristics of the school building, school units, structural and mechanical features of the building, and its details.

3638. Utterback, Helen L. The formulation of plans for the refurnishing of the living rooms of a girls' dormitory at Ohio university. Master's, 1940. Ohio Univ. 33 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 56)

3639 Weaver, Edwin E. A study of financing, managing, and supervising lunch rooms in separate schools of first and second class city school systems of Oklahoma. Master's, 1940. Kans. St. T. C., Pittsburg. 49 p. ms.

Studies methods of financing, management, and supervision of lunchrooms in 22 Negro schools.

3640. Whitmore, Clinton William. Citizens' understanding of the utilization of public school buildings as community centers as interpreted by 84 citizens of the district. Master's, 1940. North Texas St. T. C.

3641. Wicker, Monroe. Blackboards and bulletin boards in a selected group of Kentucky schools. Master's, 1940. Kentucky. 151 p. ms.

3642. Willy, George R. Designing and equipping the general shop Master's, 1940. Nebraska. 103 p. ms.

Attempts to determine the proper location, dimensions, and construction for the general shop room in a high school with an enrollment of 150 pupils or less.

3643. Wilson, Margaret M. The residence hall as an educational factor in the program of an educational institution. Master's, 1940. Ohio Univ. 98 p. ms. (Abstract *in*: Ohio university. Abstracts of masters' theses . . . 1940: 59)

Concludes that the literature concerning residence halls is inadequate; that halls are not ordinarily considered as an important part of the educational program of the school by the administration; and that their importance to the guidance program has not been realized. Offers suggestions for utilizing the potentialities for guidance inherent in a residence hall.

3644. Winne, Glenn M. Program for the improvement of Riverview consolidated school plant. Master's, 1940. Nebraska. 95 p. ms.

Offers suggestions for modernizing a school at Holmesville, Nebraska. Suggests the use of alternation of grades, alternation of subjects, and combination of grades on the elementary level. Shows that provision should be made for undernourished pupils, for a preventive health program, for visual and auditory instruction, and for improved courses in hand-craft and dramatics. Offers plans for remodeling and renovating the building so as to provide a community school library, and a community room which would facilitate a program of adult education.

3645. Woodson, Willard Lee. The construction and use of student-made apparatus for high school physics classes. Master's, 1940. Oregon St. Coll. 258 p. ms.

3646. Woodworth, Lura Jarmon. Recommendations for standards in child development play school laboratories on the secondary level. Master's, 1940. Oregon St. Coll. "

3647. Wright, Welcome E. An analysis of the lighting and ventilation of industrial arts laboratories in east Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 75 p. ms.

Finds that the methods of lighting and ventilation in industrial arts laboratories in this area are inadequate and should be remedied.

JANITORS

3648. Barrett, William Hamilton. A study of janitor study in the rural schools of Buckingham, Cumberland, and Fluvanna Counties, Virginia. Master's, 1940. Virginia. 125 p. ms.

3659. Bruns, Henry W. A janitorial service program for Henry County, Ohio, schools. Master's, 1939. Bowling Green. 153 p. ms. (Abstract *in*: Bowling Green State university. Abstracts of masters' theses, 1935-1940: 13-14)

Concludes that schools recognize the importance of janitorial service and are placing it on a higher plane; that schools are employing younger and better qualified men and women to do janitorial service; that more schools require physical examination of candidates for janitorial work; that present day school buildings and equipment require the service of more efficient janitors. Finds that only one school in this county requires a physical examination, and only one has set a retirement age; and that the working hours of the janitors in the county are long, ranging from 11 to 14 hours. Offers suggestions for improving janitorial service in the county.

3650. Gehrt, Jerome Martin. Administrative control of custodians in typical village and consolidated schools of Iowa. Master's, 1940. Iowa State. 146 p. ms.

3651. Jackson, Merritt E. A study of the custodians of the township schools as reported by the township trustees of Indiana. Master's, 1940. Ball St. T. C. 64 p. ms.

Concludes that a new custodian is employed every fourth year, and gives a composite picture of the custodians. Shows the need for improvement, especially along the lines of physical examinations, length of contract, method of employment, and tenure.

3652. Kleckner, Joseph R. The status of the public school janitor-engineer in cities over 30,000 in population (New Jersey). Master's, 1939. Temple. 189 p. ms.

3653. Lentfer, Arthur R. The scope and growth of the janitor-engineer schools. Master's, 1939. Fort Hays Kans. St. Coll. 75 p. ms.

3654. Morris, John Terry. A survey of custodial service in selected schools of the panhandle of Texas. Master's, 1940. North Texas St. T. C.

3655. Sheridan, James E. A personnel study of the janitors of 100 small high schools in Michigan. Master's, 1940. Michigan.

3656. Wellborn, Rankin P. An analysis of the school janitor's job in Kansas. Master's, 1940. Kans. St. T. C., Emporia. 67 p. ms.

SOCIOLOGY, EDUCATIONAL

*3657. Benz, Margaret Gilbert. Family counseling service in a university community. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 124 p. (Contributions to education, no. 800)

Analyzes the 2,863 requests made by 967 separate families who were clients of the Family consultation bureau of Teachers college, Columbia university during its existence from October 1932 to June 1936. Finds that the education of children, the position of women, and the maintenance of individual family homes were the greatest problems of the clients.

3658. Bond, Eleanor M. Factors in the shift from the evangelistic approach to the educational and recreational approach in the program of the Bethlehem community center. Master's, 1940. Chicago Theological.

3659. Boram, Claude G. A study of dependent children in child-caring institutions of Indiana. Master's, 1940. Ind. St. T. C. 174 p. ms. (Abstract *in*: Indiana State teachers college. Teachers college journal, 11: 132, July 1940)

Analyzes data collected from 63 child-caring institutions in Indiana. Finds that 3,509 of the 5,285 dependent children attended school during the school year 1939-39; that of this number 1,937 attended within institutions while 1,572 attended school outside; that 11 institutions have their own school systems with a total teaching staff of 71; that 5,263 children in institutions were receiving training in trade and occupational work; that few of the children participated in extracurricular activities; that training was given in baseball, basketball, football, and track; that their libraries were poor; and that the larger institutions made the best educational showing.

3660 Carter, Margaret Isabelle. Factors affecting foster-parents' selection of children. Master's, 1939. Columbia.

3661. Clarkson, Ruth B. The need for the establishment of a social center for the youth of Manistee, Michigan. Master's, 1940. Michigan.

3662. Curfman, Mary Martha. An experimental investigation of some of the influences of authoritarian and democratic atmospheres on the behavior of small groups. Master's, 1939. Stanford.

3663. Darling, Ella Norma. How the community used a children's service center. Master's, 1939. Smith.

*3664. DuVall, Everett W. Relative influence of primary groups on underprivileged children. Doctor's, 1936. Southern California. Los Angeles, University of Southern California press, 1938. 48 p. (University of Southern California, School of research studies, no. 17. Social science series, no. 20)

Studies the social interactions and relationships of 500 children in their various primary group situations: neighborhood, family, school, church, and play groups. Analyzes the influences on behavior, personality development, and social adjustment of such factors as age, sex, size of the family and sibling position, religious affiliation or denominational preference and regularity of church attendance, language of the home, nationality or race, neighborhood conditions, health, intelligence, and certain attitudes, values and definitions of situations.

3665 Dyches, Thomas W. Operation of the United States employment service in Utah County in cooperation with the Provo city school district. Master's, 1940. Brigham Young.

*3666. Enzler, Clarence J. Some social aspects of the depression (1930-1935). Doctor's, 1939. Catholic Univ. Washington, D. C., Catholic university of America, 1939. 176 p.

Discusses the economic cost of the depression, health, mental attitudes, poverty and relief, education and crime in the depression, and miscellaneous social effects of the depression.

*3667. Fanning, Richard. Catholic children under public care. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 211 p.

3668. George, Edward S. Relationship of size of family to social status and intelligence. Master's, 1940. N. Y. St. Coll. for Teach.

3669. Gilbert, Helen. A proposed program in co-recreation as developed through the program offered in the Y. W. C. A. in Lincoln, Nebraska. Master's, 1940. Iowa.

†3670. Gist, Noel P. Secret societies: a cultural study of fraternalism in the United States. Columbia, University of Missouri, 1940. 184 p. (University of Missouri studies, vol. 15, no. 4)

Deals mainly with fraternal societies of the "lodge" type, with occasional reference to college fraternities and unsupervised juvenile organizations, using as source material printed materials published and distributed by the societies themselves, or by opponents of the orders. Defines and classifies secret societies. Discusses the rise and decline of fraternalism in the United States; the process and structure in secret societies; theories and legends of origin; fraternal ritualism and symbolism; selection and control of members; dogma and doctrine in secret societies; and economic and social functions.

3671. Greer, Inez Rebecca. The effect of the employment of married women on personal and family problems as revealed in recent literature. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 49)

Analyzes the reasons that women work, effects on the home, effects on the women, and needed changes in home economics courses in communities where the employment of mar-

ried women is common practice. Recommends that the high school home economics program stress home making as a career; give more consideration to the reasons why women are gainfully employed, and the effect of this employment on herself and other members of the family, short cuts and time savers in doing housework; wise and efficient marketing give more study on child care, feeding, and psychology; pay more attention to the problems of living within the family income; and stress home values and family relationships.

*3672. Hall, Lawrence Kingsley. Work begun: the experiences of college graduates entering the secretaryship of the Young Men's Christian Association Doctor's, 1940. Columbia. New York, Association press, 1940. 222 p.

Analyzes the experiences of new entrants into Y. M. C. A. secretaryships and attempts to show what the process of adjustment during the early years of service means to them. Presents case studies of some of the adjusted and some of the unadjusted secretaries. Offers suggestions for improving the relations between the organization and the newly recruited secretaries.

3673. Halliwell, Helen E. A study of the employment status of adolescents known to the Catholic charities of the Diocese of Brooklyn. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 114)

Studies the employment problems of 351 adolescents between the ages of 16 and 22 who were members of 278 relief or border-line relief families. Evaluates past and present education in relation to employability.

3674. Hardisty, Frances Audra. A survey of the needs for and the procedures employed in the operation of a toy loan center. Master's, 1940. North Texas St. T. C.

*3675. Harris, Dorothy Elizabeth. The general goodness score of Shirley, Massachusetts. Master's, 1940. St. T. C., Fitchburg. 89 p. ms.

Gives a brief history of the town, and measures the infant death-rate, expenditures for recreation, value of schools and parks, expenditures for schools, high school graduates, library circulation, number of telephones, and of homes wired for electricity.

3676. Hemenway, Julia A. Studies of high school students' understanding of social concepts. 11. Master's, 1940. Iowa.

3677. Hodson, Rebecca Bell. Social and civic agencies in Galveston, Texas, influencing the welfare of youth. Master's, 1940. Texas.

*3678. Jenkins, David Ross. Growth and decline of agricultural villages. Doctor's, 1940. T. C., Col. Univ. New York, Teachers college, Columbia university, 1940. 95 p. (Contributions to education, no. 819)

Investigates the factors influencing population change in agricultural villages, and considers the community and institutional effects of population growth and decline. Finds that changes in population size of agricultural villages are due primarily to migration and not to changes in vital rates; that the age composition of population differs for growing and declining villages; that consolidated schools are likely to be found in growing rather than in declining villages; that school rolls in growing villages are larger than in declining ones; that growing villages have a heavier teaching load and a heavier expenditure on school construction; that growing villages have a population structure that is more likely to ensure a permanent school population; and that there are marked differences between the occupations open to high-school graduates in growing and declining villages.

3679. Johnson, Carroll Frye. Occupational differences in certain factors related to fertility and mortality in Clark County, Georgia, 1939. Master's, 1940. Georgia. 70 p. ms.

Studies fertility and mortality in six occupational groups. Finds that the higher occupational groups receive better medical care; and that both fertility and mortality are higher among the lower groups, in which the Negroes predominate.

3680. Johnson, Lawrence C. Effects of urbanization on types of social participation in an Iowa village. Master's, 1940. Iowa.

*3681. Kelly, Mary Glenna. The cooperative movement and its promotion by Catholic leaders. Master's, 1940. Boston Univ. 121 p. ms.

Studies the meaning and origin of the cooperative movement, the attitude of the leaders of the Catholic church toward the movement, the Antigonish movement directed by the extension division of St. Francis Xavier University in Antigonish, Nova Scotia. Analyzes the growth of Catholic cooperative in the United States, and the credit union.

*3680. Komarovsky, Mirra. The unemployed man and his family: the effect of unemployment upon the status of the man in 59 families. Doctor's, 1940. Columbia. New York, Dryden press, 1940. 162 p.

Studies the relation between the man's role as the economic provider of the family and his authority in the family.

*3683. Lane, Francis E. American charities and the child of the immigrant; a study of typical child caring institutions in New York and Massachusetts between the years 1845 and 1880. Doctor's, 1932. Catholic Univ. Washington, D. C., Catholic university of America, 1932. 172 p.

3684. Lyons, Bernice Jacklyn. A study of children's problems in Long Beach as noted officially by the Juvenile bureau of the Social welfare department in relationship to the Long Beach community organizations for child guidance and protection. Master's, 1940. Stanford.

*3685. McClaskey, Beryl. A social and economic survey of Beadle County, South Dakota: a study of social action in boom and depression years in an agricultural community. Doctor's, 1940. T. C., Col. Univ. Chicago, Ill., 1940. 260 p.

Gives a brief history of the settlement of the county, a description of the composition and distribution of the people, the natural resources they found and their use of these and its effect on their present and future economy, a history of farming as a business showing the effect of the farmer's use both of land and capital, and an examination of the institutions of government and education. Shows that the curricula of the secondary schools should include adequate courses in scientific farming and marketing.

*3686. McQuade, Rev. Vincent A. The American Catholic attitude on child labor since 1891: a study of the formation and development of a Catholic attitude on a specific social question. Doctor's, 1938. Catholic Univ. Washington, D. C., Catholic university of America, 1938. 205 p.

*3687. Malisoff, Harry. The emergency of unemployment compensation. Doctor's, 1940. Columbia. New York, Academy of political science, 1939-40. v. p.

*3688. Marcy, Emmett. Changing ideologies of peace organizations in the United States from 1919 to 1939. Doctor's, 1940. New York. 280 p. ms.

Analyzes 39 peace organizations. Finds active work in, and support for peace programs by the few; little adaptation to changing world events. Concludes that programs do not appeal to the masses, to unemployed persons, to labor or racial groups; that many programs do not attract youth; that comparatively little provision is made for the conscious development of attitudes. Shows the need for research to evaluate the effectiveness of the programs, and the use of educational techniques for the development of attitudes.

3689. Miller, Bessie Arvilla. Residential propinquity and marriage selection. Master's, 1940. Penn. State.

3690. Montgomery, Ivil James. A survey of the social opinions of three generations. Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 85-93)

Describes the development of an opinions questionnaire, and its administration to adults and to 391 high-school seniors in 16 high schools in seven States. Concludes that the young people take a more moderate stand on the social problems presented in the questionnaire than did their grandparents, and are more realistic in their outlook.

*3691. Morgan, Rita. Arbitration in the men's clothing industry in New York City: a case study of industrial arbitration and conference method, with

particular reference to its educational implications. Doctor's, 1940 T. C., Col. Univ. New York, Teachers college, Columbia university, 1940 158 p. (Contributions to education, no. 823)

Reviews the history of the industry Finds that arbitration and conference method were not attempted until the employees had achieved a position of influence and power through their labor organizations Discusses the processes of arbitration Shows the need for training by schools and colleges to foster a democratic ideal which would include democratic work relations as well as democratic political relations; the need for training in group discussion; the need for training in collecting, arranging, collating, and presenting facts needed for the solution of problems in group conflict, with particular emphasis on the critical examination of sources, and of the validity of conclusions drawn from the data

*3692 Murphy, Rev Albert J. Planning for children's institutions under centralized finance. Doctor's, 1937. Catholic Univ. Washington, D C, Catholic university of America, 1938 149 p.

3693. Murphy, Charles J. An investigation of the need for training in social competence in two schools in a mountain area Master's, 1940 N. Y St Coll. for Teach.

*3694. Murphy, James F. The dependent boy: a comparative analysis of three groups of boys living under widely different conditions in reference to a selected number of non-intellectual traits. Doctor's, 1937. Catholic Univ. Washington, D C., Catholic university of America, 1937. 191 p.

*3695 Nitzburg, Joseph J. A functional analysis of propaganda. Master's, 1939. New York. 96 p. ms.

Discusses propaganda as an emergent social phenomenon; man and society; the history, development, and meaning of propaganda; and propaganda and education in social control.

3696. Rabbe, Henry L., jr. A study of mental factors and socio-economic background. Master's, 1940 Wyoming. 89 p. ms.

3697. Rosenberg, Anthur Donald. The juvenile aid bureau of the city of New York, and its recreational program. Master's 1939. Columbia.

*3698. Seelbach, Frederick C. Membership discontinuance in the Highland Park branch of the Young Men's Christian Association. Master's, 1939. New York. 54 p. ms.

Attempts to determine the reasons for discontinuing membership in the Y M. C A., and steps which can be taken to prevent the high turnover rate. Finds that the younger men, 18-20 years of age, discontinue membership more than any other age group, due to financial and educational causes; that business men hold membership longest, followed by the "white collar group", and last by the "unskilled labor" group. Concludes that the Highland Park branch is responsible for membership discontinuance due to inadequate facilities for conducting a diversified program.

3699. Settle, Norman R. An occupational opportunity survey of Ottawa, Kansas. Master's, 1940. Iowa.

*3700. Shilland, Peter D. Origin and introduction of collective bargaining in labor relations in the United States. Doctor's, 1939. New York. 164 p. ms.

3701. Steen, Palmer O. The relation of social services to the schools of Wyoming. Master's, 1940. Wyoming. 70 p. ms.

3702. Taylor, Eva. Analysis of the community surrounding Memorial school. Master's, 1940. Western Reserve. 48 p. ms.

Finds decreased enrollment due to the declining birth rate and to new parochial schools. Concludes that a district which was largely foreign in 1920 now has a relatively high status as an American community.

3703. Terry, P. W. and Sims, V. M. They live on the land. Birmingham, Ala., Birmingham printing company, 1940. 313 p. (University of Alabama)

Presents an intensive sociological study of a rural community located in the hill country of Alabama.

3704. Thompson, Mary Martha Gordon. Discriminatory leadership and its effect on the relations between the more and the less privileged subgroups. Doctor's, 1940. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 66)

Studies the types of relationship which develop among the members of a group when that group is so structured by an adult leader that it contains two subgroups, the larger of them favored by him and the smaller discriminated against. Finds that the members of the two subgroups responded to this discriminatory attitude of the leader with different kinds of behavior toward him.

*3705 Turner, James Walter. The children's village: a topical analysis of its developmental history. Doctor's, 1940. New York. 206 p. ms.

Describes the development and growth of the village with special reference to the conditions motivating its establishment, internal administration, intake policies, treatment program, placement and follow-up functions, and the relationship to similar institutions for juvenile delinquents with their treatment programs. Concludes that the ideals and purposes of the organization have remained relatively constant; that the growth has been evolutionary; and that ill-adjusted boys and girls have been successfully treated in an open school with a home-like environment by a specialized program which has become increasingly more scientific.

3706. VanDuyn, Florence Noyer. The humanitarian role of women in American life. Master's, 1940. Ball St. T. C. 340 p. ms.

Attempts to determine why 50 dynamic American women participated in the movement for social reform. Concludes that education was the motivating force which directed these women; that the women who had the advantages of higher education labored for social reforms not with the militancy or emotional display of the radical agitators, but from a more intellectual point of view; and that the contributions of the better educated women to the reform movement were of more lasting effect and of greater aid in furthering the progress of the humanitarian movement.

3707. Wingard, Sadie Bradley. Historical data and folklore of Elmore County, Alabama, with an illustrative teaching unit. Master's, 1940. Alabama. 238 p. ms.

RACIAL GROUPS, EDUCATION

3708. Barton, Walter C. The educational experiences inherent in the construction of a Sioux Indian home. Master's, 1939. Colo. St. Coll. 44 p. ms.

Describes an integrated shop project conducted at the Indian school in Wabpeton, N. Dak., in which the projects were integrated with classes in agriculture, home economics, arithmetic, geography, English, and history.

3709. Blackman, Robert D. The language handicap of Spanish-American children. Master's, 1940. Arizona. 58 p. ms. (Abstract *in*: University of Arizona record, vol. 34: 10-11)

Concludes that Mexican children, when measured by intelligence tests now available, have lower IQ's than Anglo-American children; that Mexican children are retarded in age-grade status; that their language handicap is a recognized problem, and affects IQ's and achievement.

3710. Borden, Ruth Weiskopf. The psychological orientation of the Jewish graduate student at Columbia university. Master's, 1939. Columbia.

3711. Bundy, William Wilson. The Mexican minority problem in Otero County, Colorado. Master's, 1940. Colorado. (Abstract *in*: University of Colorado studies, General series (A), vol. 26, no. 3: 24)

Finds that approximately one-twelfth of the population of the county is made up of Spanish-speaking Americans and Mexican citizens who live in segregated colonies, cling

tenaciously to the language, customs, and ideals of Mexico. Shows that to help in the assimilation of the Mexicans, an educational system based on their needs, abilities, and backgrounds is necessary; that an adult education program offering courses in home economics, government, English, vocations, consumer education, and health supplemented by the educational program of the NYA, the work of a county health unit and the building of new homes by the sugar companies for which most of them work are necessary if these people are to become good American citizens

3712. Campbell, Paul Copeland. A practical curriculum for the Latin American elementary school. Master's, 1940. Texas Tech. Coll. 145 p. ms.

Finds that the Latin American child will not fit into the Anglo-American mold, and that the curriculum must be changed accordingly; that most Latin Americans work with their hands and should be taught practical subjects, including manual arts, agriculture, homemaking, sanitation, and cleanliness.

3713. Casey, Theresa Agnes. A study of the difficulties in English usage encountered by American-born Chinese children. Master's, 1940. Stanford.

3714. Craig, Edna L. An integrated art program for the pre-primary Mexican child, Williams, Arizona. Master's, 1940. Arizona St. T. C. 108 p. ms.

3715. Denlay, Raymond Emery. A study of height and weight growth of Mexican children. Master's, 1940. Stanford.

3716. Djang, Hisang-Lan. The adjustment in American culture of the Chinese children in Chinatown, Chicago, and its educational implications. Doctor's, 1940. Northwestern.

3717. Ebel, Clara Peterson. Developing an experience curriculum in a Mexican first grade. Master's, 1940. Ariz. St. T. C., Tempe. 103 p. ms.

3718. Elvin, Alexander. The application of the Wheeler-Howard act to the educational, occupational, and social programs of the Phoenix Indian high school. Master's, 1939. Colo. St. Coll. 84 p. ms.

3719. Ezell, Paul H. A racial comparison of pre-adolescent white, Mexican, and Negro boys. Master's, 1939. Arizona. 98 p. ms. (Abstract in: University of Arizona record, vol. 34: 25)

Compares boys between the ages of 9 and 12 years in the schools of Tucson. Concludes that it is possible to compare immature persons with each other but not directly with adults; and that such comparisons can only be carried out on the basis of position relative to other groups in the same age ranges.

3720. Gibson, George Davis. Jesuit education of the Indians in New France, 1611-1658. Doctor's, 1940. California.

Shows that the French colonial policy involved the education of the savage with a view to transforming Indians into Frenchmen as completely as possible. Shows that the Jesuits adapted their educational theories to a new situation, and conducted classes at every level from elementary to adult, both for French settlers and for the Indians; and that religious education was of prime consideration.

*3721. Gibson, Mary Ellen. Some important problems in teaching Spanish-culture children. Master's, 1940. Texas Coll. of Arts and Inds. 125 p. ms.

Studies the effects of their economic and social status, personality traits, and speech difficulties on the education of Spanish-speaking children. Compares their education with that of Anglo-culture children in Texas, Arizona, New Mexico, and California, where most of the Spanish-culture children live. Analyzes reasons for the success and failure of these children. Concludes that the materials and methods used in educating Spanish-culture children are not appropriate to their needs. Shows the need for teachers to understand these children and the problems presented by them.

*3722. Habermacher, Andrew Lee. Physical development of Anglo- and Spanish-culture school boys and girls, ages 13-18, inclusive. Master's, 1940. Texas Coll. of Arts and Inds. 79 p. ms.

Compares the physical development of 310 boys and 306 girls in seven communities with 311 Spanish-culture boys and 309 Spanish-culture girls in the same communities. Finds

that the heads of the families of the Anglo-culture pupils were farmers, merchants, oil field workers, and skilled workmen, while the heads of the families of the Spanish-culture children were mainly unskilled and semi-skilled laborers, and tenant farmers. Concludes that the Anglo-culture boys and girls are taller and heavier than the Spanish-culture pupils.

3723. Herrera, John K. A study of the errors in the fundamental processes of arithmetic made by Navajo Indian children. Master's, 1940. Arizona St. T. C. 36 p. ms.

3724. Howard, Josephine Theo. The mechanical aptitudes of Indian boys of the Southwest. Master's, 1940. George Washington. 66 p. ms.

Describes an experiment in which several tests of mechanical aptitude were administered to 75 Indian boys, 15 years of age, enrolled in the Government schools in New Mexico. Compares their test results with the results of standardized tests administered to white children. Finds that the Indian children made lower marks on the tests involving the factor of judgment, and where a knowledge of and familiarity with tools and machines prevailed; that the Indian children did as well as the white children on the MacQuarrie test for mechanical ability, which has a predictive value for trades and which furnishes a rough indication of ability to acquire certain manipulative skill. Shows the need for tests to measure the mechanical and scholastic aptitudes of the Indian child, utilizing his background instead of that familiar to the white child.

3725. Hulsizer, Allan. Region and culture in the education of the Navaho and the Dakota. Doctor's, 1940. T. C., Col. Univ.

Sets up criteria for the selection of curriculum materials by analyzing the significance of the dominant physiographic and socio-economic factors affecting the Navaho and the Dakota. Shows that education should provide for initiatory and follow-through activities leading to practical efficiency; experiences leading to mastery of the principles common to the maintenance of organic life; the development of group as well as individualized activity; activities leading to personality adjustment, to the development and maintenance of self-confidence; experiences leading to desirable spiritual, æsthetic, and ethical development; activities which will make up for outstanding lacks in homes and communities; maintenance of appreciation for the contribution of wise leaders to the welfare of the group; and experiences in applying literate skills as means to the improvement of living.

3726. Indelman, Ruchla Laja. Parents and children in a group of Jewish families (a study in mobility). Master's, 1939. Columbia.

3727. Kaderli, Albert Turner. The educational problem in the Americanization of the Spanish-speaking pupils of Sugar Land, Texas. Master's, 1940. Texas.

3728. Kashiwa, Yoshiko Irene. A study into the attitudes of some children of Japanese descent toward the Chinese and Japanese during the Sino-Japanese war. Master's, 1940. Hawaii. 111 p. ms.

3729. Kent, James. Segregation vs. non-segregation of Mexican children in the elementary schools of the Southwest. Master's, 1940. Oregon.

3730. Kizer, William M. History of the Flandreau Indian school, Flandreau, South Dakota. Master's, 1940. South Dakota. 110 p. ms.

3731. Lawson, Mary E. Occupation of Indian girls after graduation at Sequoyah orphan training school, Tahlequah, Oklahoma. Master's, 1940. Colo. St. Coll. 62 p. ms.

Finds that many of these girls obtained employment in homes using modern equipment. Surveys the equipment and courses of the school to determine whether they are adequate for preparing girls for such employment.

3732. Liu, Yu-Chen. An adaptation of parent education methods to meet the needs of the changing status of Chinese families. Master's, 1940. Oregon St. Coll.

3733. Ludlow, Norman Hibbard. An investigation of the relationship, in a college community, between the anti-Semitic attitude and knowledge of the Jews. Master's, 1940. Buffalo.

3734 Marshall, H. C. The North Carolina Cherokees. Master's, 1940. Okla. A. & M. Coll.

Deals with the location, origin, leaders, government customs and habits, education and present status of these Indians. Shows that their first schools were established by the Society of Friends, and that these schools were later taken over by the Federal government. Concludes that the Cherokees of North Carolina now live much as their white neighbors, and that they are following the customs and habits of whites rather than the ancient customs of their own people.

3735. Moran, Mattie Belle Sauer. A study of the oral and reading vocabularies of beginning Spanish-speaking children. Master's, 1940. Texas.

3736 Motoyama, Elsie Ching. A study of the growth in vocabulary of young bilingual children of Chinese ancestry before and after a year of kindergarten instruction. Master's, 1940. Hawaii. 92 p. ms.

3737. Oswald, Edward H. A comparison of the achievement of Mexican children on an intelligence test administered both in English and in Spanish. Master's, 1940. Arizona St. T. C. 82 p. m s.

3738. Porter, Lucy. Occupations and educational needs of Latin-American girls who formerly attended Lanier high school. Master's, 1940. Colo. St. Coll 105 p. ms.

Studies the home conditions, records in office and other work, and requisite qualities for holding positions, of former Latin-American students of a high school in San Antonio, Tex.

3739. Price, Cora Natalie. A study of the attitudes of Japanese-American and of native American high school freshmen toward discipline. Master's 1940. Oregon St. Coll.

3740. Pugh, Thomas Bryan. A study of graduates of the Independence high school. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 146)

Compares the records of the graduates of Italian parentage with those of graduates of American parentage. Finds that the two groups compare favorably as to educational accomplishments.

*3741. Rogers, Marjorie Katherine. A study of the pronunciation difficulties of Spanish-culture beginners. Master's, 1940. Texas Coll. of Arts and Inds. 48 p. ms.

Studies the pronunciation difficulties of 17 boys and 20 girls, ranging in age from 6 to 10 years, who entered an English-speaking school for the first time. Finds that the boys made more errors in pronunciation than did the girls. Lists the most common pronunciation for Spanish-speaking children.

3742. Sempliner, Ester. A history of Jewish students at the University of Michigan. Master's, 1940. Michigan.

3743. Smith, Avis Dowis. A comparative study of some attitudes and interests of Latin-American and Anglo-American boys. Master's, 1940. Texas.

3744. Sokolov, Joseph Louis. Pupils' understanding of Hebrew Biblical words at different grade levels in the Hebrew school. Master's, 1940. Chicago.

3745. Tata, Lorraine Powers. A comparative study and measurement of innate musical abilities of Mexican and American white children. Master's, 1939. Ariz. St. T. C., Tempe. 103 p. ms.

Describes an experiment in which music and intelligence tests were given to white and Mexican children. Finds no appreciable differences between the musical ability of the white and Mexican children; a slight relationship between general intelligence and musical intelligence.

3746 Turner, James W. The development of the educational program at the Seneca Indian school. Master's, 1940. Okla. A. & M. Coll.

Gives a short history of the school from 1869 when it was founded by the Quakers to date. Shows that the curriculum is largely determined by the Indian agency; that the school plant has grown, that the school is financed by the Federal government; that there is a trend to follow the Oklahoma course of study; and that students who complete the required course of study are accepted by any public school in Oklahoma.

3747 White, Sister Mary Afra. Catholic Indian missionary influence in the development of Catholic education in Montana, 1840-1903. Doctor's, 1940. St. Louis. 231 p. ms.

NEGROES, EDUCATION

3748 Allen, Jewel. The history of Negro education at Wiley college. Master's, 1940. East Texas St. T. C. 221 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 7-8)

Traces the origin and development of Wiley college for Negroes at Marshall, Tex.

*3749. Armstrong, James Lionel. An analysis of the influences that were responsible for the development of vocational agricultural programs for Negroes in Georgia. Master's, 1939. Howard. 110 p. ms.

Discusses the development of an early agricultural educational consciousness and the rise of public education in Georgia; the period of expansion of public education in Georgia and the development of Federal aid for vocational agricultural education. Shows the effect of the gifts of foundations and of individuals on the development of vocational agriculture for Negroes. Indicates that it will be necessary for foundations to continue their gifts in support of the agricultural program, as the State is unable to support it. Shows the need for further consolidation of schools and for better transportation facilities for Negro pupils in order that they may profit by the agricultural courses.

3750 Bassett, Everett Irvin. The loss of Negro pupils from junior high school. Master's, 1940. Kansas. 80 p. ms.

3751. Bell, George Crenshaw. Study of withdrawal from Negro high schools of Birmingham, Alabama. Master's, 1940. Iowa.

3752. Benjamin, Jesse Howe. A suggested curriculum for the training of teachers for the Negro rural schools of the South. Master's, 1940. Iowa.

3753. Bond, Thomas M. A study of a tuberculosis control plan. Master's, 1940. Cincinnati. 97 p. ms.

Surveys preventive measures for control of tuberculosis among Negroes in Louisville and Jefferson Counties, Ky. Finds a need for standardizing methods of compiling death rates, for differential statistical treatment of morbidity data, and for better health education and medical facilities for Negroes.

*3754. Branch, Raymond B. A study of the vocational program of the Nottoway training school in relation to Negro farmers and 125 high school pupils. Master's, 1940. Hampton. 37 p. ms.

Attempts to determine whether the school is affected by the social and economic status of the Negroes of the county; whether the school serves the community; what is the chief vocation of the county; and whether or not the school is of benefit to the people engaged in the vocation. Finds that the parents of the pupils in the school have had too little training and experience to care for the needs of their families; that their economic status is low, and their health habits do not conform to modern standards of living; and that their farm methods are obsolete. Recommends changes in the curriculum, a community program, improved school-community relationships through training in various agricultural and home economics subjects, a periodic check by a school nurse on the use made by the pupils of the health habits taught in the school, and a broadening of the scope of the school library to make it accessible to the entire community.

3755. Brenman, Margaret. The relationship between minority group membership and psychological security in a group of urban middle class Negro girls. Master's, 1939. Columbia.

3756. Buford, Mary Smith. Guidance for girls in accredited high schools for Negroes in Oklahoma. Master's, 1940. Colo. St. Coll. of Ed.

3757. Butler, Millard E. A follow-up study of the Negro children who entered the Lincoln, Nebraska, high schools from 1932-33 to 1936-37. Master's, 1940. Nebraska. 71 p. ms.

Studies the records of all Negro children enrolled in junior and senior high schools of Lincoln, and determines factors which accounted for their failure to complete the high-school program.

3758. Butterfield, Margaret Brennan. Training in domestic service for Negro boys in Jacksonville, Florida. Master's, 1940. Colo. St. Coll. 124 p. ms.

Develops a course of training in domestic service based on interviews held to determine the duties and responsibilities expected of Negro house boys.

3759. Campbell, William R. The present status of the principals in the accredited Negro high schools in Texas. Master's, 1940. Michigan.

3760. Chapman, Oscar James. A historical study of Negro land-grant colleges in relationship with their social, economic, political, and educational backgrounds and a program for their improvement. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 33: 71-81)

Presents a picture of the historical conditions, legal foundations, rise, development, and present status of the 17 Negro land-grant colleges, and proposes an educational program for these colleges in the light of the present needs for Negroes in the South.

3761. Curtright, Arthur C. The utilization of community resources of Chatham County, Georgia, in enriching the social studies curriculum of Negro schools. Master's, 1940. Minnesota. 86 p. ms.

*3762. DeBerry, Charles U. A study of the history and development of Palmer memorial institute with special reference to the community in which it is located. Master's, 1939. New York. 42 p. ms.

Describes the work of Charlotte Hawkins Brown in the education of Negro youth, and the founding of Palmer Memorial Institute at Sedalia, N. C., in 1902. Tells of the growth of the school and its financial difficulties. Describes the curriculum in the elementary and secondary departments, and in the junior college. Represents the symbol of inter-racial cooperation by the active support of both white and Negro in the development of the school.

3763. Dennis, Sister Mary Robert. St. Elizabeth's parish and the Negro. Master's, 1940. Loyola. 63 p. ms.

Surveys the educational offerings of a high school. Concludes that the school is supplying a literary, social, domestic, and religious education, and that sound principles and correct moral habits are stressed.

3764. Douglass, Jennie L. The status of hygiene teaching in teachers colleges for Negroes. Master's, 1940. Michigan.

*3765. Drake, Effie Mae. A study of the vocational choices of the seniors in Huntington high school and their relation to vocational interests and mental abilities. Master's, 1940. Hampton. 83 p. ms.

Studies the vocational choices, vocational interest test ratings, and mental test scores of 95 seniors in a Negro high school in Newport News, Va., to discover the vocational ambitions, the vocational interest patterns, and the mental abilities of these pupils; and to determine whether there is any agreement between their mental abilities and vocational choices, and between their vocational choices and vocational interest patterns. Recommends that a vocational guidance program be inaugurated in the high school, which will include tests of vocational interest, courses in vocational information, and which will be carried on by an adviser or an advisory committee; that more adequate library facilities be secured to provide the vocational information needed by pupils.

3766. Durvan, Katherine I. Greene. Status of guidance in 13 Negro colleges of Texas, with a proposed program of guidance for St. Philip's junior college.

Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 39)

Analyzes the program of guidance in each college from the standpoint of philosophy, organization, procedures, techniques, and areas in which guidance is provided. Suggests a program for the guidance of junior college students in personal, social, educational, and vocational activities.

3767. Freeman, Andrew J., jr. A study of the socio-economic status and vocational choices of Negro counselees of the Columbus counseling bureau. Master's, 1940. Ohio State. 60 p. ms.

Studies the vocational choices of 179 Negro youth, and the factors that influenced them. Finds that most of them preferred professional work; that their parents' vocations had a negative influence on the counselees' choices; that education had a positive influence on their choices; and that previous work experiences of these young people had a positive influence on their choices. Concludes that there is a definite need for individual and group counseling, occupational information and follow-up, and the sustained cooperation of all community agencies in order to develop an adequate program of guidance and vocational adjustment.

*3768. Gates, Leon Algie Wainwright. A study of deficiencies in reading in the freshman class of the Mary Nottingham Smith high school, Accomac, Virginia, and a remedial program to help eliminate the deficiencies. Master's, 1940. Hampton. 51 p. ms.

Describes a remedial program conducted with pupils in a Negro high school in a rural community. Finds that 64 of the 77 pupils of the eighth grade were below the standard in reading; that the failure of these pupils to master the different school subjects was caused by their inability to correctly read and interpret printed matter; that about 50 percent of those who were given remedial work improved in grade levels in reading and improved in scores on tests. Recommends that a remedial reading program be made a permanent part of the school curriculum in the Accomac County schools; that standardized tests, including intelligence tests, socio-economic tests, and reading tests be administered to all the candidates for high school; that all students needing remedial teaching be placed in a section together; that the school library be improved by adding books of fiction as an aid to interesting pupils in recreational reading; and that a study be made of deficiencies in reading in Negro high schools throughout Virginia.

3769. Giddings, Elizabeth Rebecca. Some factors affecting the outcome of treatment of Negroes by a child guidance clinic. Master's, 1939. Smith.

3770. Givens, Travis Gosnold. A survey of the knowledge possessed by a group of Negro high school pupils concerning the role of the Negro in American history. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 48)

Describes the results of the administration of an objective test of 81 items to 261 juniors and 210 seniors in three high schools in Texas and in one high school in Oklahoma. Surveys the activities of Negroes in the fields of agriculture, art, invention, music, patriotism, and education. Finds the juniors better informed than the seniors, and that their knowledge represents incidental learning to a greater extent than classroom instruction.

*3771. Gladden, Jessie Evangeline. A study of 50 pupils in the Taylor grammar school with implications for the revision of its curriculum. Master's, 1940. Hampton. 77 p. ms.

Studies economic and social data on 50 children in a mill district in Richland County, S. C., to determine whether the economic and social needs of Negro children in the community are adequately met by the grammar school, and to discover changes which should be made in the elementary school curriculum.

3772. Gordon, Richard. Status of health education in Negro secondary schools of Kentucky. Master's, 1940. Cincinnati. 88 p. ms.

Surveys the content of health education, preparation of teachers for giving instruction in health, and the relationship between school and home health education.

3773. Grissom, Thomas W. Occupational opportunities and vocational education for Negroes in Oklahoma. Master's, 1940. Ariz. St. T. C., Tempe. 58 p. ms.

3774. Hackley, Annie Beatrice. A study of errors and remedial reviews as means of improvement of instruction in third semester algebra. Master's, 1940 Hampton. 57 p. ms.

Compares the achievement of two groups of pupils, a control group taught by the traditional method and an experimental group taught with experimental and remedial methods. Finds that most of the poor work in third semester algebra is due to uncertainty and the repetition of the same types of errors; and that remedial reviews and a study of errors made eliminated them to a great extent.

*3775. Harris, Ruth. Teachers' social knowledge and its relation to pupils' responses: a study of four St. Louis Negro elementary schools. Doctor's, 1940. T. C., Col. Univ. New York Teachers College, Columbia University, 1941. 80 p. (Contributions to education, no. 818)

Attempts to find out how much the teachers in four St. Louis, Mo., Negro elementary schools know about the social conditions of their respective school communities and how their social knowledge may relate to some pupil responses. Finds that the teachers know little about the social and economic conditions of their school districts.

3776. Harrison, Beverly D. Educational and mental survey of Cleveland school (colored), Coffeyville, Kansas. Master's, 1940. Kans. St. T. C., Emporia. 47 p. ms.

3777. Herrera, Paul L. The Negro teacher in Arizona. Master's, 1940. Arizona St. T. C. 107 p. ms.

3778. Hicks, Matt B. Improved farm practices for the Negro farmers of Muskogee County, Oklahoma. Master's, 1940. Colo. St. Coll. 56 p. ms.

Offers a course in production processes of cotton, corn, oats, wheat, milk, poultry, and pork.

3779. Hodge, John Marlin. A survey of the vocational choices of Negro high school students in Richmond County, North Carolina. Master's, 1940. Iowa.

3780. Hughes, Horace Sumner. Occupational problems of 150 graduates of the Booker T. Washington senior high school (Negro), Tulsa, Oklahoma. Master's, 1940. Kans. St. T. C., Pittsburg. 61 p. ms.

Finds the chief occupational problems to be: Placement, race discrimination, personality adjustment, and ill health.

3781. Johnson, Charles James. Civic deficiencies among adult Negroes with remedial suggestions to offset these deficiencies. Master's, 1940. Penn. State.

3782. Johnson, Henry Morrison. The Methodist Episcopal church and the education of southern Negroes, 1862-1900. Doctor's, 1939. Yale. 606 p. ms.

Shows that from the beginning of the Methodist movement in America its leaders manifested an interest in the Negro race; that many slaves were taught to read in plantation missions; that the Northern Methodists established Wilberforce University for Negroes in 1856; that after 1866 the Methodist Episcopal church established Freedmen's schools in practically every southern State, and aided in the establishment of the common school system among the Negroes in the South; and that it championed professional and vocational education.

*3783. Jones, Fannie Mallory. A study of materials in Negro literature for secondary schools. Master's, 1940. Hampton. 44 p. ms.

Develops criteria for selecting books of Negro literature for teaching Negro secondary school pupils.

3784. Jones, Lewis Wade. Occupational stratification among rural and small town Negroes before the Civil war and today. Master's, 1939. Columbia.

3785. Jones, T. Langston. A study to determine the economic need for vocational training in the Negro secondary schools of North Carolina. Master's, 1940. Michigan.

3786. Keys, Janet S. Dumas. Interests influencing the types of reading done by Negro teachers in Nashville. Master's, 1940. Cincinnati. 64 p. ms.

Analyzes the interests influencing the reading interests and habits of 100 Negro teachers in Nashville, Tenn.

3787. King, Charles N. Opportunities and educational needs of Negro youth in North Hamilton County. Master's, 1940. Cincinnati. 142 p. ms.

Surveys the educational needs, aims, desires, and ambitions of Negro boys and girls in high school, their occupational opportunities, and the type of training essential for gaining employment.

*3788 Long, Girard J. The Portuguese of Wareham, Massachusetts: a study of their educational problems with suggested remedies and modifications. Master's, 1940. Boston Univ. 75 p. ms.

Traces the historical background of the Cape Verdean Portuguese who settled in Wareham, and discusses the inter-racial conflict between the Cape Verdean and the white population of the city. Attempts to determine the reason, and the age and grade for the greatest mortality of these Negro pupils. Shows that mortality is greatest in the period from the sixth to the eighth grade, and that almost none of these pupils graduate from high school; that enrollment in special classes is predominantly Cape Verdean. Shows the need for revising the curriculum to meet the needs of these pupils, and for more and better organized industrial education courses.

*3789 Loop, Anne S. The nature of the relationship between education and careers of Negroes living in Manhattan, covering the years 1929-1937. Doctor's, 1940. New York. 225 p. ms.

3790. McGinnis, Frederick A. A history of Wilberforce university. Doctor's, 1940. Cincinnati. 340 p. ms.

Traces the history of the university chronologically and topically through five stages of development to the present. Seeks to evaluate the racial and educational influences of Wilberforce.

3791. McKee, Dimple Kathryn. Factors influencing the enrollment of Negro girls in homemaking courses in a selected group of high schools. Master's, 1940. Kans. St. T. C., Pittsburg. 37 p. ms.

Concludes that junior high school girls elect homemaking subjects because they like them; that their interests, as well as those of senior high school girls, center in personal development and home activities.

3792. Mackey, Paul R. A survey of Negro participation in intercollegiate athletics in American co-racial colleges and universities. Master's, 1940. Ohio State. 89 p. ms.

Concludes that there are definite policies prohibiting Negroes from participating in certain intercollegiate sports; that the percent of Negro participation in proportion to their enrollment is equal to or greater than that of whites in only such sports as track, football, and boxing.

3793. Major, Anthony J. An investigation of supervisory practices for the improvement of instruction in Negro public schools. Doctor's, 1940. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 16: 202-210)

Attempts to determine the extent to which supervisory practices are used by principals and superintendents; and to determine the influence of location, population, number of teachers supervised, type of training, degree held, teaching experience, supervisory experience, and recency of training upon the number of practices used. Concludes that extensive use of approved and functional supervisory practices aids in solving and minimizing problems of supervision; that principals and supervisors are most interested in those supervisory practices which tend to improve the technique of supervision; that a large percentage of principals and supervisors of Negro public schools use modern supervisory practices in their efforts to improve schools and communities, but that they have too little time to devote to supervision.

3794. Miller, Ava Blanche. A comparative study of nine Louisiana parishes that employ Jeanes supervising teachers with nine Louisiana parishes that do not employ Jeanes supervising teachers. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S : 138-39)

Shows that the problem of public education of Negroes is occupying a more prominent place today in the minds of educators in the South than ever before. Finds that the parishes which employ Jeanes teachers have made progress in the development of desirable systems of Negro education; these parishes have more Negro schools, better buildings and equipment, give more consideration to secondary education for Negroes, have longer school terms, larger registration of Negro children in schools, better qualified teachers, and more satisfactory classroom instruction than the parishes that do not employ Jeanes teachers. Recommends the employment of Jeanes teachers in all parishes in order to improve the Negro educational system.

3795. Montgomery, Bishop Marteinne. The activities of parent-teacher associations in the Negro schools of Alabama. Master's, 1940. Chicago.

*3796. Morgan, John William. The origin and distribution of the graduates of the Negro colleges of Georgia. Doctor's, 1940. T. C., Col. Univ. Milledgeville, Ga., 1940. 119 p.

Studies the migration of graduates of Negro colleges in Georgia. Finds that migration was associated with the factors of sex, grading of college, years of schooling, and occupation entered; that superior groups were not consistently more mobile than others and that qualitative selectivity reflects vocational choice and economic opportunity; that the limited number of college graduates in Georgia is associated with the limited number of Georgia Negroes who attend these colleges; that such social and economic pressures as the inadequate system of public education and the general poverty of the Negro population, rather than migration, prevent the Negro colleges from developing potential leaders for the rural areas. Concludes that unless economic opportunities in the South for the Negro college graduate are expanded, higher education will continue to be confronted with the problem of directing the Negroes into fields which take them away from the South or into fields traditionally open to them in the South.

3797. Morris, Josephine G. Business education in the Negro secondary schools of West Virginia. Master's, 1940. Ohio State. 55 p. ms.

Finds that business education is offered in 30 of the 45 Negro secondary schools of West Virginia; that the larger schools offer complete courses in business education; that few of the smaller schools offer any business courses; that many of the business courses are intended to prepare boys and girls to earn a livelihood; and that the pupils should be trained in the wise spending of money.

3798. Nowlin, William F. The Negro and the public library in West Virginia, Bluefield, W. Va., Bluefield State teachers college, 1940. 11 p. ms.

Deals with the relation of the Negro to 14 public libraries in West Virginia. Finds that Negroes are not admitted to all public libraries although they are not prohibited by law; and that although Negroes attend libraries in the leading cities, few take advantage of the opportunity to use the public libraries in the cities and counties where they are semi-public.

*3799. Owens, Mattie E. A study of the reading difficulties of 39 pupils in the tenth and eleventh grades of the Person County training school, Roxboro, North Carolina. Master's, 1940. Hampton. 77 p. ms.

Gives a brief historical sketch of the founding of the Person County Training School in which Negro elementary and high-school pupils are trained. Analyzes the causes of failure in the tenth and eleventh grades, and describes a remedial program carried on with these students. Concludes that poor reading causes failure; that the lack of sufficient and efficient instructional and supplementary reading materials in the schools of the county contributes to the poor reading abilities of the pupils; that the lack of reading material in the home, and lack of sufficient reading instructional and testing programs are responsible for many failures. Recommends that reading be given more time in the schedules of the elementary schools of the county, and that a remedial reading program be carried on in the high school.

*3800. Pannell, Ethel Early. The administration and financial control of extracurricular activities at Huntington high school from 1928 to 1939. Master's, 1939. Hampton. 143 p. ms.

Describes the organizational and administrative set-up of the extracurricular program and the devices used in financing it in a Negro high school in Newport News, Va. Discusses the various school clubs, school paper, athletics, student council, and student participation in group activities. Describes the organization of the homeroom, and the school assembly programs.

3801. Parker, Margaret Anne. A nutrition study with under-privileged Negro children. Master's, 1940. Penn. State.

*3802. Pitts, William Henry. A study in the achievement of 45 seventh grade pupils in reading, English, spelling, and arithmetic with suggested program for improvement. Master's, 1940. Hampton. 49 p. ms.

Studies the achievement of 45 Negro pupils in the seventh grade of a high school in Alexandria, Va., in reading, English, spelling, and arithmetic, in order to determine their deficiencies, and the causes of their failures. Finds that failures were caused by family background, health of pupils, preparation of the teachers and their teaching methods, and environmental conditions.

*3803. Seidel, John Jacob. An educational program for the Cheltenham school for boys, Upper Marlboro, Maryland. Master's, 1940. George Washington. 119 p. ms.

Discusses the educational program of a correctional school for Negro boys, ranging in age from 11 to 21 years. Describes the administration of a testing program to determine the relative intellectual and academic level of the population. Offers a complete educational and administrative program for the school.

3804. Shamwell, Earl E. The vocational choices of Negro children enrolled in the Minneapolis public schools. Master's, 1940. Minnesota. 254 p. ms.

Finds that Negro children's vocational interests do not correspond to vocational opportunities for Negroes, nor to their intellectual, social, or economic levels.

3805. Smith, S. C. A survey of the teachers and teaching of trade and industrial subjects in the public schools for Negroes in North Carolina. Master's, 1940. Michigan.

*3806. Sorrell, Florence Beatrice Stevens. A survey of the relation of Negro business requirements to courses offered in Negro institutions. Master's, 1940. Hampton. 126 p. ms.

Attempts to determine whether or not Negro men and women trained to operate office machines are needed in the offices of Negro businesses; to determine the extent to which shorthand and typewriting are taught in Negro institutions; to determine the amount of education preferred by employers for their employees; to secure data on the placement of graduates from Negro institutions in 1937 and 1938 in commercial occupations; and to secure data regarding changes in the business curriculum. Recommends that institutions training Negro men and women for office work on both the secondary and collegiate levels teach shorthand, continue teaching typewriting, teach the principles of filing, teach the operation of adding and mimeograph machines, teach the fundamentals of English, business arithmetic, bookkeeping, and general business training. Shows that there should be closer cooperation between business and commercial teachers in the solution of business training problems.

3807. Spencer, Donald A. Job opportunities for Negroes in the printing and tailoring trades in Cincinnati. Master's, 1940. Cincinnati. 75 p. ms.

Surveys the tailoring and printing trades in Cincinnati in an attempt to discover opportunities for Negroes and the educational requirements for placement.

3808. Stewart, W. W. The Negro high school in Louisiana. Scotlandville, La., Southern university, 1940.

3809. Tate, Elizabeth Juanita. Delinquency among the Negro youth in Tulsa, Oklahoma. Master's, 1940. Colo. St. Coll. of Ed.

*3810 Tate, Ernest C. The development of Negro poetry from its African beginnings to representative contemporary poetry of America. Master's, 1939. New York. 59 p. ms.

3811. Taylor, Essie Hale. Official State attitudes toward education for Negroes in Tennessee. Master's, 1940. Michigan.

3812. Taylor, Mae Corrine. A comparison of spelling efficiency of native and migrant Negro children. Master's, 1940. Michigan.

*3813. Thompson, Marion M. The education of Negroes in New Jersey. Doctor's, 1940. T. C., Col. Univ. New York, Teachers College, Columbia University, 1941 227 p. (Contributions to education, no. 815) (Author's name changed to Wright)

Presents the historical development of social forces and agencies insofar as they affected educational opportunities afforded Negroes.

3814. Traughber, Clark R. A study of Negro public schools of Smith county, Texas. Master's, 1940. East Texas St. T. C. 82 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 59-60)

Recommends that the 37 separate districts be consolidated into five districts or attendance areas; that each of the proposed attendance areas be administered by a board of seven trustees; and that adequate provision be made for needed buildings and transportation.

*3815. Turner, John A. Dental health conditions in Negro colleges. Master's, 1940. New York. 60 p. ms.

Attempts to determine the incidence of dental defects among students in Negro colleges; and to ascertain what is being done in the student health services of Negro colleges to supply necessary dental care. Offers suggestions for maintaining a diagnostic and advisory service and for maintaining both a diagnostic and a treatment service

3816. Walker, Mary Sue. The training of Negroes for industry in Alabama. Master's, 1940. Peabody. 119 p. ms.

Finds that most of the Negroes of Alabama who are in industry are doing unskilled jobs for which they have had no training and for which training is not essential; and that much has been done in training Negroes both in a general way and for certain trades and mechanical skills.

3817. Walker, Rhoza A. Housing as an educational problem for Negroes in Cincinnati. Master's, 1940. Cincinnati. 124 p. ms.

Investigates the problem of Negro housing on a local and a national basis.

†3818. Wallace, William J. L. Chemistry in Negro colleges. Institute, West Virginia State college, 1940. 34 p. (West Virginia State college bulletin, series no. 2)

Discusses departmental objectives; enrollment in chemistry; organization of Departments of chemistry; requirements for a major in the subject; housing and laboratory facilities; library facilities; training of teachers; and membership in scientific organizations.

3819. Wells, Arzelia. Development of commercial education in Negro institutions in Oklahoma. Master's, 1940. Iowa.

*3820. Williams, James N. Guidance needs of Negro youth in Montclair: A report of a survey of Negro youth in Montclair, New Jersey, and of their present guidance activities, opportunities, and needs. Master's, 1938. N. J. St. T. C. 69 p. ms.

3821. Williams, Roger Kenton. An exploratory study of the adjustment of 49 male Negro college students at one segregated and two mixed colleges. Master's, 1940. Penn. State.

3822. Williams, Seymour E. The anthropometric study of the feet of Negro high school boys. Master's, 1940. Iowa.

3823 Wilson, Jean Elizabeth. A sociology of adolescence Master's, 1940 Iowa.

3824. Woodson, Grace Isabel. The implications of purpose for the definition of a college program, with special reference to the separate Negro college. Doctor's, 1940. Ohio State (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 33: 259-66)

States that the business of education is to make the individual aware of the values in the culture and to share actively in the creation of new values Examines the purposes of higher education as they have appeared historically and with particular emphasis upon their bearing on the purposes of the separate Negro college; examines the catalogs of the separate Negro colleges to determine their expressed philosophy, and to determine their curricula Studies the 4 year colleges for Negroes by examining the catalogs of 79 separate colleges. Shows the need for the Negro colleges to turn their energies on their unique problems and their unique resources.

3825. Wright, Harold Arthur. A comparative study of 25 Negro scouts and 25 Negro non-scouts of Pittsburg, Kansas. Masters, 1940. Kans. St. T. C., Pittsburg. 63 p. ms.

Finds that the scouts had better school records; and that more of the nonscouts were employed and received higher wages than the working scouts.

EXCEPTIONAL GROUPS

*3826. Holmes, Esther L. A follow-up of special class children in Bridgeport, Connecticut. Master's, 1940. New York. 87 p. ms.

Studies the post school careers of 542 Bridgeport special class children (1922-1935), emphasizing their vocational and social adjustments as shown by records of employment, delinquency, charity, and marriage. Shows the need for more planning and continuity in the training and supervision for better life adjustments, both vocational and social.

3827. Scully, Hannah J. An analysis of the educational program for exceptional children in Buffalo. Master's, 1940. Buffalo.

GIFTED

3828. Channels, Vera G. Whitted. Comparison of behavior problems of superior children failing in school with those succeeding in school. Master's, 1939. Illinois.

3829. Cohler, Milton J. A comparative study of achievers and non-achievers of superior intelligence. Doctor's, 1940. Northwestern.

*3830. Gossard, Arthur Paul. Administrative provisions for superior and backward children in the public school systems of 10 large cities. Doctor's, 1940. Chicago. Chicago, University of Chicago press, 1940. 172 p.

Studies administrative provisions for superior and backward children from 1870 to date in Baltimore, Boston, Chicago, Cleveland, Milwaukee, New York, Philadelphia, Pittsburgh, St. Louis, and San Francisco. Describes the use of homogeneous grouping, special classes, individualization of work, modification of classroom work, standards and materials, and the use of such miscellaneous provisions as awards and prizes, scholarships, and remedial teaching, as well as extracurricular activities.

3831. Sumption, Merle Richard. An evaluation of the Cleveland public school program for the education of gifted children. Doctor's, 1940. Ohio State. (Abstract in: Ohio State university. Abstracts of doctoral dissertations, no. 32: 251-55)

Attempts to determine what, if any, differences result from students participating in the special program for gifted children instead of the regular school program; and to secure a judgment of the program by former students. Compares the social relationships, self-expression, critical thinking, activities, fundamental knowledge and skills, and health of participants in the regular school program and in the special program.

*3832. Warthen, Thomas Vernon. The relation of social adjustment to the height and weight of under age high school students. Master's, 1940. George Washington. 82 p. ms.

Concludes that both the underage boys and girls are above the average height and weight for their age; that most of the underage college men and women would recommend to others entrance into college at the age at which they entered; that the underage students had a better scholastic record than the average for all students at George Washington University.

DELICATE

*3833 Casassa, Paul Edmund. Convalescent education: an investigation of the need and provisions for the education of convalescents in the District of Columbia and other localities, as revealed in a personal survey and certain magazine articles dealing with the subject. Master's, 1940. George Washington. 53 p. ms.

Surveys facilities for convalescent education in the home, institutions, and school in the District of Columbia and in other localities. Finds that in the District of Columbia little was being done in the home for the education of convalescent children; that the hospitals do not have a system of convalescent education, but rely chiefly on help from the Works Progress Administration handicapped children's project; and that the public-school system has done little to further convalescent education. Offers suggestions for improving convalescent education in the home, hospitals, and schools, to more nearly conform with that being carried on in other localities.

PHYSICALLY HANDICAPPED

3834 Allison, Louise. Some implications of democratic philosophy with particular reference to the education of the handicapped. Master's, 1940. Ohio State. 135 p. ms.

*3835. Cotton, Carol Blanche. A study of the reactions of spastic children to certain test situations. Doctor's, 1940. Chicago. *Journal of genetic psychology*, 38: 27-44, 1941. (Reprinted)

3836. Devers, Alice Jamesina. New Jersey's need for resources for the care and training of variously handicapped children. Master's, 1939. Smith.

*3837. Knapp, Robert H. A survey of practices and trends in administrative provisions for individual differences, 1928-1938. Doctor's, 1939. Nebraska. 215 p. ms.

Studies school provisions for the physically atypical, the mentally atypical, the socially maladjusted; provisions for vocational education, summer schools, and non-English-speaking groups; instructional organization as a means of providing for individual differences; entrance and promotion policies; guidance; and adjustments within classes and corrective classification. Concludes that the needs of the individual pupil are receiving more intelligent consideration today than a decade ago; that every effort is being made to place the individual pupil in a situation which will serve his needs and benefit him most.

3838. Lynch, Louise M. A history of the care of epileptics and study of the school children of the Indiana village for epileptics. Master's, 1940. Ball St. T. C. 188 p. ms.

Gives a brief account of the general care of epileptics as well as the case histories of all the children enrolled in the school at a certain date. Shows the influence of heredity, of the home, of the community and school environment, and of the attitude of the public toward these children. Indicates that the factors which have produced other problem children were influential in the lives of these children.

3839. Nicholsen, Arnold George. Physical defects of college students. Master's, 1940. Alabama. 128 p. ms.

3840. Parker, Thomas L. Survey of Fulton County, Ohio, to locate handicapped children and recommend education for them. Master's, 1940. Ohio State. 80 p. ms.

Finds 13 crippled, 3 blind, 11 partially seeing, 1 deaf, and 4 hard-of-hearing children, and offers suggestions for their education.

BLIND AND PARTIALLY SEEING

3841. Arthur, Ethel K. History of the Pennsylvania institution for the instruction of the blind. Master's, 1939. Temple. 37 p. ms.

3842. Austin, Agnes Sutton. A study of visual problems of certain fifth grade children. Master's, 1940. Penn. State.

3843. Bass, Charles Andrew. A survey of the educational, vocational, and social rehabilitation efforts for the blind in the United States. Master's, 1940. North Texas St. T. C.

3844. McKeon, Florence. A study of visual defects in relation to achievement in certain school subjects. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 100-101)

Studies a group of 37 girls in a vocational high school to determine the relation of visual defects to achievement in English, mathematics, geography, history, and trade exploratory subjects at the ninth-year level, and compares their achievement with that of an equal number of normal girls. Finds that the number and percent of subject failures in the handicapped group exceeded that of the normal group; and that a greater percentage of the handicapped group was found to be retarded.

*3845. McVicker, Olive Bowditch. A study of the voluntary behavior of 20 visually handicapped preschool children. Master's, 1940. Boston Univ. 62 p. ms.

Presents and interprets observations made over a period of 5 years in a nursery school for visually handicapped children of preschool age. Shows the similarity in behavior of the blind and partially seeing children at the 3-year level, with marked differences at the 4-year level, and sufficient differences at the 5-year level to make the needs of the two groups completely different.

3846. Munger, Alice. The selection and administration of mental and educational tests for sight-saving classes. Master's, 1940. Michigan.

*3847. Quimby, Neal F. A study of the curriculum for residential schools for the blind. Doctor's, 1939. Temple. Collegeville, Pa., Independent Press, 1939. 221 p.

3848. Salls, C. Herbert. A study of the need and organization of sight-saving classes. Master's, 1940. St. T. C., North Adams. 52 p. ms.

Studies the need of sight-saving classes in communities with an enrollment of 3,500 pupils. Finds that the methods used in the standard classroom are unsuited for the child with poor vision; that the cost of sight-saving classes is justifiable when compared to the per capita cost in communities where the instruction is not given; that the number of children suffering from ocular defects in any community with an enrollment of 3,500 pupils, is large enough to warrant the establishment of a sight conservation class; that the lack of these classes makes it necessary for the visually deficient child to acquire his education under great emotional strain, and in some instances the child has to go without an education; and that 85 percent of the graduates of sight-saving classes in Massachusetts are gainfully employed.

DEAF AND HARD OF HEARING

3849. Bledsoe, Joseph Cullie. An analysis of the relation of auditory and visual defects to school achievement and other factors. Master's, 1940. Georgia. 59 p. ms.

Finds that good hearing and good vision tended to be associated with greater achievement; and that there was little relationship between age, grade, and socio-economic status and hearing and vision. Finds that males were superior to females in hearing and vision.

*3850. Cary, Winona Elsie. The deaf child in the public school. Master's, 1940. George Washington. 79 p. ms.

Attempts to determine to what extent deafness is a problem in the public school, the type of training given to deaf children, and the general attitude toward children with this handicap, as shown in the yearbooks of the National Education Association since 1902.

3851. Earhart, Eleanor K. A functional approach to language with deaf children. Master's, 1940. Ohio State.

Describes and evaluates a 2-year experiment with a group of eight children in a school for the deaf in Columbus, Ohio, while they were in the second and third grades. Attempts to determine whether young deaf children could grow into a control of language commensurate with their level of maturation through a school program which substituted numerous visual contacts with language forms in situations vital to the child for the auditory contacts by which hearing children acquire language. Indicates that deaf children of the third grade who have learned language through functional usage approximate if not surpass the standards of language achievement for the third grade. Concludes that a natural approach to language is not entirely dependent upon hearing; and that the conditions and procedures of learning in a school whose program is flexible and experimental are applicable to deaf children.

3852. Eitrem, George. History of South Dakota school for the deaf. Master's, 1940. South Dakota. 42 p. ms.

3853. Hiskey, Marshall S. A non-verbal test of learning aptitude (especially adapted for young deaf children). Doctor's, 1940. Nebraska. (Abstract in: University of Nebraska. Abstracts of doctoral dissertations, 1940: 77-84)

Describes the development of a scale for determining the learning aptitude of young deaf children, and its standardization.

3854. LaBranche, Elmer J. An analytical survey of the hearing losses of 124 pupils at the Michigan school for the deaf. Master's, 1940. Michigan.

3855. O'Mara, Sister Maura. An adaptation of the Belgian method as developed by the Sisters of Saint Joseph at Saint Mary's school for the deaf. Master's, 1940. Buffalo.

3856. Parks, Ralph L. The improvement of personality traits by individualized instruction of maladjusted students of the Louisiana State school for the deaf. Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 145)

Administers the Pintner personality test to children in schools for the deaf in Alabama, Louisiana, South Carolina, Tennessee, Georgia, and Florida, and compares their scores. Finds slight differences in their scores. Finds that the maladjusted pupils at the Louisiana school who were given remedial teaching made slightly higher test scores than did those without the remedial treatment.

3857. Rudloff, Claudia Catherine. The social adequacy of the deaf and blind children in the public schools of St. Louis and St. Louis County. Master's, 1940. St. Louis.

CRIPPLED

3858. Anderson, Gordon Vladimir. Study of the personality and social development of crippled children. Master's, 1940. Nebraska.

3859. Cowans, Ruth M. A survey of the guidance facilities provided for the crippled child in New York City. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . 1940: 97)

Concludes that there is no provision made for the education of the crippled child beyond the elementary school; that the present type of vocational education and guidance is inadequate for the needs of the crippled child; and that employers are hesitant to employ cripples.

3860. Gorlinski, Valentine M. Survey of the crippled children's service in Utah under the Social security act, 1936-39. Master's, 1939. Utah. 135 p. ms.

*3861. Murdock, Myrtle Cheney. The education of crippled children in the United States, with particular reference to Arizona. Doctor's, 1940. George Washington. 115 p. ms.

Investigates the educational advantages of crippled children in each of the 48 States in order to show the best course of action to be taken by the State of Arizona in the educa-

tion of her crippled children. Finds that 24 States have laws on the education of crippled children; that most of the States without such legislation have bedside teaching in hospitals; that the curriculum in all special schools and classes follows closely the curriculum of the public schools; that population density has a greater bearing on the educational facilities of crippled children than does per capita wealth. Shows that in Arizona no organization has assumed the responsibility for educating crippled children, that more parents reported physical needs for their crippled children than educational needs; and that there are an estimated 380 crippled children needing educational advantages.

3862. Sheridan, Jennie Arbuckle. Principles governing the education of crippled children. Master's, 1940. Chicago.

SPEECH DEFECTIVE

*3863. Albright, M. Louise. An analysis of the speech defects of 100 children in the non-reading classification. Master's, 1940. George Washington. 42 p. ms.

Attempts to determine the prevalence and frequency of speech defects among children who have been placed in a non-reading classification, and who are following a reading readiness program. Finds that 78 percent of the children were in the 6-year to 6-year 11-month age group, and the others were from 7 years to 7 years 11 months; that 44 percent of the children had had no previous school experience; that 82 percent of the children had some speech difficulty; and that many of the children were from families of limited educational opportunities. Shows the need for prospective teachers to take a course in the science and production of speech sounds before entering the teaching profession.

3864. Beckey, Ruth Elizabeth. A study of certain factors related to the retardation of speech. Doctor's, 1940. Southern California.

Describes a detailed study of 100 children, 50 with retarded, and 50 with normal speech development, which revealed that many factors—physical, environmental, and psychological—may cause delay in speech, but that no single element, or group of elements, appeared to be a major causative.

3865. Bock, Edith Elizabeth. Application of educational and psychological literature relating to speech defectives in the small junior high school. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A) vol. 26, no. 3: 22)

Attempts to determine the opportunities provided for speech-defective children by large cities of the United States; which principles of speech correction used by large cities can be applied to a smaller school; and how the curriculum can be adjusted to include speech correction in the small junior high school at a minimum expense. Finds that the central clinic and the traveling teacher are used in the schools of the large cities; that methods of classification of speech defectives vary with the size of the school system; that time allotted to exercises for the speech-handicapped pupils and methods used with them vary with the seriousness of the speech defect; and that little equipment is necessary. Recommends that a speech-improvement program be instituted for the entire junior high school as a part of the curriculum; that a special speech teacher supervise the program; and that a qualified teacher be assigned to each building to take immediate charge of the speech program.

3866. Curtis, James F. A study of the effect of muscular exercise upon stuttering. Master's, 1940. Iowa.

3867. Douglass, Leigh Carroll. A study of bilaterally recorded electroencephalograms of adult stutterers. Doctor's, 1940. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 66)

Compares the records of 20 adult stutterers with those of 20 adult nonstutterers.

3868. Frasier, Jeanette. A study of stutterers' theories of their own stuttering. Master's, 1940. Iowa.

3869. Gray, Marcella. The Davis family: a laboratory and clinical study of a stuttering family. Master's, 1940. Iowa.

3870. Harris, William E. A study of the adaptation effect in stuttering. Master's, 1940. Iowa.

3871. Scarbrough, Hartwell E. A quantitative and qualitative analysis of the electroencephalogram of stutterers and of nonstutterers. Doctor's, 1940. Iowa.

3872. Spadino, E. J. The writing and laterality characteristics of stuttering children: a comparative study of 70 grade school stutterers. Doctor's, 1940. T. C., Col. Univ.

Compares 70 grade school stutterers with 70 grade school nonstutterers, matched on age, school, grade, linguistic, racial or religious background, and intelligence. Finds the differences between the stutterers and nonstutterers so small that if any relationship between stuttering in children and any of the above factors exists, it must be a relationship which obtains only in rare cases.

3873. Tuthill, Curtis E. A quantitative study of extensional meaning with special reference to stuttering. Doctor's, 1940. Iowa.

3874. Wedberg, Conrad Frank. The historical development of causal theories and remedial procedures in stuttering. Master's, 1940. Redlands. 117 p. ms.

MENTALLY RETARDED

3875. Baines, Alberta Mae. The study of an over-age group at the junior high school level. Master's, 1940. Texas.

3876. Brady, Catherine V. The vocational interests of mentally retarded children. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees . . . , 1940: 95-96)

Attempts, by studying the results of a questionnaire administered to 210 children, 85 of whom were in the control group of intellectually normal boys and girls, and 125 of whom were in the experimental group of mentally retarded boys and girls, to determine whether or not mentally retarded children choose vocations in conformity with their inferior intellectual capacities. Indicates that mentally retarded children do not differ radically from normal children in their work backgrounds, attitudes, and interests; and that 60 percent of the normal children chose occupations suited to their mental capacities as compared with 32 percent of the retarded children.

3877. Coxe, Charles. A study of special education for mentally handicapped children in third class school districts in Pennsylvania. Doctor's, 1940. Penn. State.

*3878. Deeney, Margaret M. A survey of social agencies in the District of Columbia concerned with the emotional, social, and vocational adjustment of mentally handicapped children. Master's, 1940. George Washington. 66 p. ms.

Describes the 20 social agencies which are devoted wholly or in part to the adjustment of the emotional, social, or vocational difficulties of the subnormal child, giving the name and address of the organization, its membership, available services, correct procedure in applying for aid, capacity, cost involved, publications, staff, and source of funds for operation.

3879. DeWet, Jakobus Stefanus. A study of eight curricula for the education of mentally retarded children. Master's, 1940. Penn. State.

*3880. Dodge, Harriet Eva. A comparison of the Stanford-Binet mental age and the hearing comprehension ability of dull children. Master's, 1940. Boston Univ. 33 p. ms.

Analyzes data secured from Lynn, Mass., New Haven, Conn., and Rochester, N. Y. Concludes that the difference between MA and hearing comprehension as determined by the tests administered is statistically significant; that the girls were older chronologically and younger mentally than the boys; and that the relationship of hearing comprehension to MA seems to remain constant at different ages.

*3881. Doggett, Frances Towers. Factors related to disparity in scholastic achievement of high-school pupils with intelligence quotients below 90 Master's, 1940. George Washington. 48 p. ms.

Attempts to determine factors which differentiate pupils with low ability who succeed in high school from those who do not, by studying the records of pupils of dull-normal intelligence in the last 2 years of a high school in Washington, D. C.

3882. Granich, Louis. A qualitative analysis of concepts in mentally deficient schoolboys. Doctor's, 1940. Columbia. New York, 1940. 47 p (Archives of psychology, no. 251)

Studies the manner in which mentally deficient children interpret and explain objects and phenomena observed in their everyday life. Compares a group of mentally deficient boys, a group of normal boys of the same chronological age, and a group of normal boys of the same mental level to determine the manner in which these three groups interpret familiar objects and phenomena; to determine the differences in belief and comprehension between the groups; and to determine what factors determine the nature of beliefs and the interpretation of everyday experiences.

*3883 Jewell, Alice Adonna. A follow-up study of 190 mentally deficient children excluded because of low mentality from the public schools of the District of Columbia, Divisions 1-9, September 1929 to February 1, 1940. Master's, 1940. George Washington. 53 p. ms

Attempts to determine the present whereabouts and adjustment of mentally deficient children with IQ's of approximately 50 or below, who have been permanently excused from attendance in the white public schools of the District of Columbia. Offers suggestions for aid to the family in training these children.

3884. Kelly, Elizabeth M. Mental maladjustments in children compared with the childhood characteristics of adult psychotics. Doctor's, 1940. Fordham.

3885. Kidwell, Rose Ethyle. Evaluating the provisions made for slow learning children in Iowa Park elementary schools. Master's, 1940. North Texas St. T. C.

3886. Noble, Lewis I. The use of certain dictionaries in an orthogenic backward class. Master's, 1939. Temple. 49 p. ms.

3887. Olson, Elinore Laura. A description and evaluation of courses of study for special classes of retarded children. Master's, 1940. Iowa.

3888. Orear, Margaret Louise. The slow-moving junior high school pupil. Master's, 1940. California, L. A.

Discusses the traits and needs of pupils whose IQ's range from 70 to 90, on the junior high school level, stressing the teaching of arithmetic. Concludes that about 20 percent of the school population is slow-moving, and that the school has a definite responsibility to society and to the individual pupils to help them adjust satisfactorily to life.

3889. Reynolds, Alice. The Catholic education of the feeble-minded in the United States. Master's, 1940. Boston Coll.

3890. Saeltzer, Harriette Elizabeth. Fifty dull normal patients of a child guidance clinic. Master's, 1939. Smith.

3891. Woodbury, Ethel Lorraine. Factors influencing the results of treatment of dull adolescent girls. Master's, 1939. Smith.

SOCIALLY MALADJUSTED

3892. Belkin, Alice. Why boys run away from home. Master's, 1939. Smith.

*3893. Bishop, Ruth. Points of neutrality in social attitudes of delinquents and non-delinquents. Doctor's, 1939. Chicago. Chicago, University of Chicago libraries, 1940. (Reprinted from *Psychometrika*, 5: 35-45, March 1940)

Attempts to determine whether differences can be demonstrated between the attitudes of delinquents and non-delinquents, by comparing the attitudes of two groups of boys on good

and bad social acts as determined by the use of scales having rational origins of measurement. Finds no significant differences in mean attitude between the two groups.

3894. Brakeman, Margaret Ruth. A study of juvenile delinquency in a small community. Master's, 1939. Columbia.

3895. Brown, Lillian Rubinowitz. Some factors related to the later adjustment of 22 delinquent girls. Master's, 1939. Smith.

3896. Canaday, Louise Jean. A way of predicting the probable outcome of treatment of young children who run away. Master's, 1939. Smith.

3897. Coslow, Judith. Some factors affecting the adjustment of problem children after placement. Master's, 1939. Smith.

*3898. Doshay, Lewis J. Relation of male sex delinquency to later behavior: a statistical analysis of current and follow-up records of 256 juvenile offenders, segregated for comparison into two essential types. Doctor's, 1940. New York. 292 p. ms

Studies the favorable and unfavorable traits in personality and background of boy sex offenders and relates them to adult behavior as a basis for prediction and treatment. Finds that true or primary group offenders are cured through court and clinic treatment; that mixed group juvenile sex offenders who are general delinquents come from poorer backgrounds, have more unhealthy personalities, and have worse prospects for later life than the true or primary offenders. Shows that treatments and prediction must not be based on the nature of the offense, but on the total personality configuration and background of the boy

3899. Downing, Joseph Francis. An objective comparison of the social development of 50 problem children with their mental and educational development. Master's, 1940. St. Louis. 40 p. ms.

3900. Duckrey, James H., jr. Non-intelligence factors associated with maladjustments in elementary school children. Doctor's, 1939. Temple. 210 p. ms.

3901. Haner, Wendall Whitney. A study of interests in relation to the re-education of a delinquent boy. Master's, 1940. Michigan.

†3902. Holy, T. C. and Stahly, G. B. Survey of the Boys' industrial school, Lancaster, Ohio, made for the State of Ohio Department of public welfare. Columbus, Ohio State university, 1940. 275 p. (Ohio State university studies. Bureau of educational research monographs, no. 24)

Traces the historical background of the school, its objectives, physical plant and farm, administrative organization, accounting procedures, staff personnel, character of the population, curriculum, housing and clothing, feeding the boys, medical and dental care, educational, recreational, character and religious education, disciplinary programs, psychological and testing services, commitments, placement, and supervision.

3903. Is Gregg, Lela Florine. A survey of the social rehabilitation program of the Oakland County, Michigan, juvenile corrective system. Master's, 1940. Michigan.

3904. Jones, Marie M. A study of factors related to the social maladjustment of junior high school pupils with particular reference to the home situation. Master's, 1940. Drake. 46 p. ms.

3905. McInerny, James Alfred. A study of a boys' gang. Master's, 1940. Clark. (Abstract in: Clark university. Abstracts of dissertations and theses, vol. 12: 123-25)

Studies the effect of individual attention on the conduct, attitudes, and ideals of boys in a gang.

3906. Melvin, Dorothy Evelyn. A follow-up study of children referred to a traveling child guidance clinic. Master's. 1939. Smith.

3907. **Milhollin, Robert.** Causes of delinquency requiring institutionalization in central Indiana. Master's, 1940. Ball St. T. C. 375 p ms.

Analyzes case histories of 100 male and female indigents now inmates of county homes in central Indiana.

3908 **Nelson, Edwin Albert.** Prevailing factors in juvenile delinquency in Brockton, Massachusetts. Master's, 1940. Boston Univ. 102 p ms

Studies 135 cases of male juvenile delinquency to determine the prevailing factors involved, and examines and interprets specific cases

*3909. **Nelson, Ralph A.** The incidence of maladjustment in the parents of maladjusted children. Doctor's, 1940. New York. 223 p. ms.

Examines 500 case records of a child behavior problem clinic. Finds a tendency for maladjustments in children to be associated with maladjustments in parents

3910. **Paltrowitz, Leona.** The relationship between ecological factors and probation work in Elmira, New York. Master's, 1939. Ohio Univ. 100 p ms. (Abstract in: Ohio university. Abstracts of masters' theses . 1939: 49)

Studies the relationship between delinquency factors of 58 girls and 302 boys and the location of the schools, playgrounds, boy scout troops, girl scout troops, and recreation centers. Reveals that the ecological technique is not an effective technique to indicate factors involved in delinquency and probation work when the number of cases is small and the city studied is but slightly differentiated.

3911. **Pledger, Maud Myntice.** A study of maladjusted children in the early elementary grades. Doctor's, 1940. Peabody. 106 p. ms.

Compares intelligence, age, school achievement, interests, and home environment of 3,967 children in the first three grades. Finds that the maladjusted children had lower intelligence, were older for their grades, had achieved less in an absolute sense, and came from homes of a lower socio-economic status than did the adjusted children.

3912 **Polsky, Sylvia.** Thirty-five child guidance cases closed as successfully adjusted. Master's, 1939. Smith.

3913. **Rapp, Elizabeth Anne Marie.** A real study of juvenile delinquency in Wellston, Missouri, in 1938. Master's, 1940. St. Louis.

3914. **Reed, Carleton Hinckley.** A culture-area study of crime and delinquency in the Italian colony of Denver, Colorado. Master's, 1940. Colorado. (Abstract in: University of Colorado studies, General series (A), vol. 26, no. 3: 101)

Concludes that factors of primary importance as to causes and types of anti-social behavior are: the prevailing tradition and toleration of criminal activity, the lack of assimilation of American mores and law in the population, the excessive number of delinquent gangs, and the unfavorable nature of the ecological environment.

3915. **Richards, Edna M.** Providing for the needs of the children of Perkins school, Knoxville. Master's, 1940. Tennessee.

Reports a school program providing for maladjusted children, including provisions for the physically handicapped. Concludes that as the result of a remedial reading program reading achievement increased almost 1 year; that social adjustments showed marked improvement; and that the enriched programs of activity for the school as the result of the experiment, classes for the handicapped children, special services in the field of health, and provision for individual differences contributed to better pupil adjustment.

3916. **Rosenberg, Gertrude.** Why children discontinue child guidance treatment: a further study. Master's, 1939. Smith.

*3917. **Rubenstein, Lawrence.** Personal attitudes of maladjusted boys: a study in self-judgments. Doctor's, 1940. Columbia. New York, 1940. 102 p. (Archives of psychology, no. 250)

Attempts to investigate whether the degree to which a boy thinks his behavior, interests, attitudes, and feelings coincide with the behavior, interests, attitudes, and feelings of the group with whom he associates or with his own ideal is indicative of his general

social adjustment. Describes the administration of a test to three groups of boys; a maladjusted group of 46, an intermediate group of 39, and a well-adjusted group of 49, in an institution, and to 137 noninstitutional boys.

3918. Shelton, Ernest D. The history and philosophy of the Texas State juvenile training school for boys. Master's, 1939. Agr. and Mech. Coll. of Texas. 60 p. ms.

3919. Simons, Victor William. Methods of dealing with juvenile delinquent boys in ——— County, New Jersey (with special consideration of a project known as the ——— hamlet). Master's, 1939. Columbia.

3920. Smoker, Mary Bernice Chittick. Case studies of a few placement violators at the Indiana boys' school to determine the cause of the individual's violation. Master's, 1940. Indiana. 255 p. ms.

3921. Tremonti, Joseph. An investigation and study of the disciplinary problems encountered in 100 cases of wayward minors in the City of Detroit and reclamation methods used. Master's, 1940. Catholic Univ. 73 p. ms.

Analyzes every disciplinary problem encountered with 100 boys, and the effect of Michigan's wayward minor law on educational standards and principles. Analyzes data on the nationality, religion, environment, economic conditions, education, age, color, citizenship, and offenses of these boys. Discusses the educational methods used in Detroit institutions for reclaiming wayward minors.

3922. Waldbart, Richard Hamilton. The relation between family mobility and juvenile delinquency in five major delinquency areas in St. Louis, Missouri. Master's, 1940. St. Louis.

3923. Weeks, H. Ashley. The relation of broken homes to juvenile delinquency based upon data gathered in Spokane, Washington. Doctor's, 1940. Wisconsin.

LIBRARIES

3924. Alvarez, Robert Smythe. Qualification of heads of libraries in cities of over 10,000 population in the seven north-central States. Doctor's, 1940. Chicago.

3925. Atkins, Eliza Valeria. The government and administration of public library service to Negroes in the South. Doctor's, 1940. Chicago.

3926. Axe, Fred Warren. A technique for making secondary school library apportionments on the basis of relative need. Doctor's, 1940. Southern California.

Describes the development and validation of a technique for measuring the relative need for library book appropriations in the secondary schools of a large school district, with particular attention to the Los Angeles city school district, so that the library book funds can be allocated more nearly in accordance with need.

3927. Bradshaw, George L. Bookmobile service in Ohio schools. Master's, 1940. Ohio State. 70 p. ms.

Describes the development of the use of book trucks and the extent of their use in Ohio schools. Shows that the bookmobiles give extension work from either public or county libraries, and serve 553 schools with collateral and recreational reading.

3928. Brown, Paul E. The status and an evaluation of the county high school libraries in northeastern Ohio. Master's, 1940. Ohio State. 152 p. ms.

3929. Cooper, T. Howard. Evaluation and status of high school libraries of Ohio. Master's, 1940. Ohio State. 180 p. ms.

Concludes that the high-school libraries are inadequate for their purpose.

3930. Craton, Ruby Mae. How high school students use parish library facilities Master's, 1939. Louisiana State. (Abstract in: Louisiana State university. Bulletin, vol. 32 N. S.: 127)

Indicates that the students have an enriched library experience in the various subjects of the curriculum; that the facilities are used by the students to provide recreational and leisure time activities; that the students are receiving training in the use of books and magazines; that the library serves as a centralizing agency of the school; and that the library is furnishing material to aid in the guidance program

3931. Donaldson, Cleo J. H. The industrial arts library: its organization and use. Master's, 1940 Ohio State. 97 p. ms.

Concludes that all departments of industrial arts should have library facilities within the department.

3932. Duncan, Ruth B. A history of the George Peabody college library, 1785-1910. Master's, 1940. Peabody. 95 p. ms.

Describes, analyzes, and evaluates the position of the library in the institutions which were the progenitors of George Peabody College.

3933. Gates, Sister St. Angela. A library in some of the secondary schools of Indiana. Master's, 1939 Ind. St. T. C. 80 p ms. (Abstract in: Indiana State teachers college, 11: 148, July 1940)

Studies library facilities in the 73 schools which replied to questionnaires sent to 147 accredited secondary schools. Concludes that the number of books per pupil is greater in the smaller than in the larger schools; that the annual appropriation for the library is inadequate for most of the schools and various means are used to finance this department of the schools; that the practice of employing teachers to act as librarians is declining; that instruction in the use of books and libraries is given in approximately 77 percent of the schools; and that in most localities, the secondary schools take advantage of the privileges granted by the State, county, or city libraries

3934. Haas, Eldon R. A suggested program for the improvement of the school libraries in the six smaller communities of Lyon County, Iowa. Master's, 1940. Nebraska. 79 p. ms.

Evaluates the libraries of six communities in Lyon County, by means of the Wilson score card. Recommends that a standardized card catalog be provided in each library; that all books be classified and cataloged; that elementary school libraries be graded from pre-primer to grade four; that a library period be provided for each of the elementary grades; and that a weekly schedule of library activities be established.

3935. Helmrich, Harold Ernst. Relationship of State universities and land-grant colleges in the Pacific northwest to State-wide library service. Master's, 1939. Columbia.

3936. Heyer, Anna Harriet. Policies of cataloging and classification in self-contained music libraries. Master's, 1939. Columbia

3937. Hodge, Ethel Brothers. A survey of selected high school libraries in the central Texas division of the Texas State teachers association. Master's, 1940. Texas.

3938. Hodgson, James G. and Coons, Irene M. Interlibrary and out-of-town loans at Colorado State college: an analysis. Fort Collins, Colorado State college of agriculture and mechanic arts, 1940. 17 p. ms.

Describes the types of books loaned and of those borrowed; the distribution of books loaned and of books borrowed; the adequacy of collections; and microcopying.

3939. Jackson, Alice Atwater. To what sources may the cataloger turn for information regarding the main entries for Negro collections? Master's, 1939. Columbia.

†3940. Joeckel, Carleton Bruns and Carnovsky, Leon. A metropolitan library in action: a survey of the Chicago public library. Chicago, University of

Chicago press, 1940. 466 p (University of Chicago studies in library science)

Discusses Chicago and its people; the administrative history of the library and its government; the library board; library finance, administrative organization; personnel problems; major trends in the development of library service; the main library and its services; the branch system and the geographical distribution of library resources and service; the book collection; the library and the schools; the library as an agency of adult education; the library and the people; library relationships in the Chicago metropolitan area; and a program for the future.

3941. Kiser, Charles C. What college freshmen in Arizona know about library usage Master's, 1940 Ariz. St. T. C, Tempe 123 p. ms

Finds a need for instruction in all phases of library usage.

3942. Lisor, Marian Clark. Criteria for the selection of inexpensive books for the library of the new school. Master's, 1940. Cincinnati. 67 p ms

Develops criteria for the selection of inexpensive books for the elementary school library

3943. Lovanna, Mae Allen. The work of the high school librarian in Southern association high schools of Alabama. Master's, 1940 Alabama. 73 p ms.

3944. Ludwig, Martha Mercer. A study of the status of the high school library in the State of Pennsylvania. Master's, 1940. Temple. 130 p. ms.

3945. Lukens, Catherine. The integration of instruction in the use of the library with the high school English course. Master's, 1939. Columbia.

3946. MacGeorge, Aileen Eleanor. An investigation into existing library facilities of the northwest economic district of Wisconsin, with a tentative plan for their improvement and extension. Master's, 1939 Columbia.

3947. MacTavish, J. A. A survey of Coshocton County high school libraries. Master's, 1940. Ohio State. 84 p. ms.

3948. Minnich, Alva E. A survey of high school libraries of Darke County, Ohio. Master's, 1940. Ohio State. 191 p. ms.

Studies the libraries in the 10 village and rural public high schools under county supervision. Concludes that the teacher-librarians are poorly qualified and give limited library service to pupils and school community; that financial provisions are inadequate to needs and below recognized standards, and that the libraries are poorly organized, classified, and managed

3949. Neal, Elizabeth. A survey of junior college libraries in California. Master's, 1939. Columbia.

3950. Nichols, Alroma. A study of libraries in class A schools in Kentucky. Master's, 1940. Cincinnati. 99 p. ms.

Surveys school libraries in Negro high schools, covering organization, book collections, qualifications of librarians, and budget for libraries.

3951. Orand, Blanche. An evaluation of high school libraries at Gladwater, Kilgore, and Longview. Master's, 1940. East Texas St. T. C. 152 p. ms. (Abstract in: East Texas State teachers college. Graduate studies, 1940: 48-49.)

Surveys organization and administration, adequacy and selection of library materials, teachers' and pupils' use of library, adequate and efficient facilities, and individual evaluation of the librarians.

3952. Sanders, James A. A book list for the elementary school library. Master's, 1940. Iowa.

3953. Skadeland, Harold M. A survey of the use of high school and home library facilities. Master's, 1940. Iowa.

3954. Smith, Xenophon Palmer. Audio-visual aids in the library. Master's 1940. Oregon St. Coll.

3955. Spencer, Gwladys. The Chicago public library: origins and backgrounds. Doctor's, 1940. Chicago.

3956 Walker, Troy. A study of secondary school libraries in Oregon, with special reference to housing facilities and equipment. Master's, 1939. Oregon St. 138 p. ms.

Analyzes replies to a questionnaire sent to 293 secondary schools

3957. Westervelt, Gretchen. What juvenile books should form the nucleus of the collection in the libraries in the schools of practice of the New York State normal schools? Master's, 1939. Columbia.

3958 Wilkinson, Murlin E. A study of the development of library facilities in dependent elementary schools of Tulsa County. Master's, 1940. Okla. A. & M. Coll.

Finds that the library movement is growing; that more interest should be taken in the selection, arrangement, and care of books; that too many schools buy sets of books instead of books suitable for the grades; and that a course in library service should be offered in all teacher-training institutions.

3959 Wood, Earl A. A survey of some phases of the high school libraries of Wyoming. Master's, 1940. Wyoming. 35 p. ms.

BOOKS AND PERIODICALS

3960. Bertotti, Joseph M. A study of the mathematics vocabulary in six consecutive issues of the *Readers' digest*. Master's, 1940. Michigan.

3961 Bigony, Harold E. A survey of the use of magazines and periodicals in the county district high schools of the State of Ohio. Master's, 1939. Ohio Univ. 99 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 5)

Finds that most of the county district high schools are spending enough money per pupil for magazines and periodicals, which are chosen in a commendable manner; that the schools do not seem to have a definite policy as to the way publications should be used; that there is need for improvement in providing more opportunity for magazine use at home and at school; that magazines for recreational reading are lacking to a great extent in many schools; that some publications chosen in certain schools overlap too much; that newspapers are not read as much as they should be; that the English and history teachers are making more use of periodicals than are the physical and biological science teachers; that teachers are attempting to guide pupils in choosing topics for class use. Gives two lists of magazines, one to cost approximately \$30 and one \$50 as suggestions for school's considering the purchase of magazines and periodicals

3962. Boyce, Margaret Marion. The book reviewing adequacy of certain literary journals for college library book selection. Master's, 1939. Columbia.

3963. Chait, William. Books and other sources used in adult reference service in branches of the Brooklyn public library. Master's, 1939. Columbia.

3964. Christ, Katherine D. Around the year at Willow Brook farm. Master's, 1939. New York. 164 p. ms.

Depicts life on a little farm in eastern Pennsylvania about 60 years ago. For use as supplementary social science reading material.

3965. Cook, Leland Theodore. A study of education in eight popular non-professional periodicals, 1934-1938. Master's, 1940. Stanford.

3966. Corkern, Florence B. An evaluation of southwest books for primary children. Master's, 1940. Texas.

3967. Corl, Miriam. Growth of interest in child care as evidenced by certain women's periodicals from 1880 to 1915. Master's, 1940. Cincinnati. 92 p. ms.

Studies articles and editorials in women's periodicals, showing how the care and education of children was influenced by a growing understanding of children's needs.

3968. Dinkel, Gertrude C. Stories for telling, to supplement the units in the reading-activity reading series for grades one and two. Master's, 1939. Ind. St. T. C. 92 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 11: 148, July 1940)

Surveys the field of story-telling to determine the history, the value, and the techniques of story-telling. Prepares two lists of stories, one suitable for telling and the other for reading to supplement the units presented in a reading series by Nila Smith.

3969. Doyle, Mabel M. Some practical consideration in the production of a storybook for first grade. Master's, 1940. Cincinnati. 96 p. ms.

3970. Edgington, Cecil Albert. A bibliography of the Hardy material in the library of the University of Texas. Master's, 1940. Texas.

3971. Evans, Philip H. The correlation between the scholastic rating of high school students and the type of newspaper articles regularly read. Master's, 1940. Arizona. (Abstract in: University of Arizona record, vol. 34: 24-25)

Compares the marks on all subjects for three years of high school of 100 junior and senior pupils of the Tucson senior high school, with scores made on tests on newspaper reading for seven consecutive days. Concludes that pupils who had the widest knowledge of newspaper material averaged higher in all school subjects; and that pupils should be encouraged to read the newspapers regularly.

3972. Flaniken, Robbie. An index to the Texas school journal, 1880-1919. Master's, 1940. George Washington. 243 p. ms.

3973. Gatz, Amy A. A study of the vocabulary difficulty of the *Readers' digest* for twelfth grade pupils who are not going to college. Master's, 1940. Michigan.

3974. Gitler, Robert Laurence. A study of the use of reference materials and the reference functions in certain special libraries in fine arts with attention to implications for library training agencies. Master's, 1939. Columbia.

3975. Jack, Martin G. An investigation of the scientific vocabulary appearing in *Newsweek* magazine during the year 1938-39. Master's, 1940. Michigan.

3976. Jackson, Myra Barry. Roman books and libraries. Master's, 1940. Peabody. 64 p. ms.

Traces the history of books and libraries of the Romans from about the third century B. C. to the seventh century A. D.

3977. Jensen, Jean K. A study of the commercial vocabulary burden of a daily newspaper. Master's, 1940. Michigan.

3978. Johnston, Charlotte Hughes. Treatment of school life in some English novels of the nineteenth century. Master's, 1939. Columbia.

3979. Justis, John C. Preparation of index for *Review of educational research*. Master's, 1940. Duke. 73 p. ms.

Analyzes literature dealing with principles of indexing and presents an index for volume 1.

3980. Kessler, Edward. The readability of selected contemporary books for leisure reading in high school biology. Master's, 1940. Rutgers.

3981. Knight, Therom Turner. Participation in the production of the *Review of educational research*. Master's, 1940. Duke. 134 p. ms.

3982. Littlefield, Lucille Jane. Adequacy of fine arts book collections in teachers colleges having a special art education department. Master's, 1939. Columbia.

3983. Loughran, William H. An investigation of the scientific vocabulary appearing in five issues of *Harpers*. Master's, 1940. Michigan.

3984. McAtee, Sister Jane Frances. The book reviewing adequacy of certain classical periodicals for college library book selection. Master's, 1939. Columbia.

3985. McClintock, Walter J. An investigation of the scientific vocabulary appearing in four consecutive issues of the *Readers' digest*. Master's, 1940. Michigan.

3986. Major, Dorothy V. Trends and developments in five selected social problems as indicated by articles in the *Atlantic monthly* (*Atlantic*) from 1857-1940. Master's, 1940. Kans. St. T. C., Emporia. 83 p. ms.

3987. Martin, Laura Katherine. An evaluation of 100 magazines used in secondary schools. Master's, 1940. Stanford.

3988. Martin, Lydia Edwards. An evaluation of library books for eighth grade social studies in the 12 year plan. Master's, 1940. West Texas St. T. C.

3989. Moll, Boniface Edmund. A basic list of books in sociology for Catholic liberal arts colleges. Master's, 1939. Columbia.

3990. Moore, Irene. The tradition of the college in the American novel, 1895-1937. Master's, 1940. Texas.

3991. Ober, Birch Reployle. The use of periodical agricultural literature in teaching vocational agriculture. Master's, 1940. Penn. State.

3992. Orr, Louise. The look-it-up book: a picture dictionary for first grade. Master's, 1940. West Texas St. T. C.

3993. Orr, Robert William. A preliminary survey of the agricultural index as a bibliographic service for land-grant colleges and universities. Master's, 1939. Columbia.

3994. Roberts, Gerald L. An investigation of the scientific terms occurring in the supplementary sections of two Sunday newspapers. Master's, 1940. Michigan.

*3995. Rooney, Catherine Marie. An annotated bibliography of fiction and folk lore on Latin America suitable for children. Master's, 1940. George Washington. 37 p. ms.

Presents an annotated bibliography of fiction and folk lore, classified by country, and arranged alphabetically by author under each country.

3996. Sagstetter, Helen Claire. A study of students' interests and preferences of current magazine literature in a small consolidated secondary school. Master's, 1939. Ohio Univ. 179 p. ms. (Abstract in: Ohio university. Abstracts of masters' theses . . . 1939: 58)

Finds that the children had much free time for reading at home and none at school; that the homes afforded little or no current reading material; that the current magazines subscribed for by the school were too limited in number and in literary value to develop choices of what to read and to create a desire to have good magazines in the home; that the way was paved for improving school and home offerings for leisure-time reading; and that the free reading period should be given a place in the daily schedule of the school.

3997. Sturr, J. Donald. An investigation of the scientific terms occurring in four months' issues of the *Readers' digest*. Master's, 1940. Michigan.

3998. Sumner, Margaret Lippincott. The schoolmaster in the eighteenth century novel. Master's 1939. Columbia.

3999. Terry, Juanita. Exchanges as a source of acquisition-with special emphasis on college and university publications. Master's, 1939. Columbia.

4000. Walworth, Laurance Alba. An analytical study of papers on leadership and leaders. Master's, 1940. Oregon St. 92 p. ms.

4001. Wells, Epsa Louise. A survey of the children's magazines published in America during the nineteenth century. Master's, 1940. North Texas St. T. C.

4002. West, Letha. A survey of the frequency and types of place geography mentioned in 52 issues of the *Des Moines Register*. Master's, 1940. Michigan.

4003. Whitford, Robert H. Evaluation of certain technical book reviewing media as book selection aids in a college technology library. Master's, 1939. Columbia.

4004. Whitmore, Neva. The selection and use of world short stories for senior high school. Master's, 1940. Ohio State. 98 p. ms

Proposes that the short stories for the English course of the senior high school be taken from the literature of Germany, France, and Russia as well as of England and the United States. Includes a list of 36 stories suitable for group reading and the same number for individual reading in the high school

4005. Wimersberger, Evelyn Georgiana. Methods of indicating serial holdings in the catalogs of college and university libraries. Master's, 1939. Columbia.

READING INTERESTS

4006. Bowden, Elizabeth. Voluntary reading and reading interests of fifth grade pupils in Willard school, Highland Park, Michigan. Master's, 1940. Michigan.

4007. Field, Marshall Ray. Vacation reading of rural pupils in Cerro Gordo County. Master's, 1940. Iowa State. 54 p. ms.

4008. Kent, George W. A study of the reading interests of 100 seventh grade pupils of Berkley high school, Berkley, Michigan. Master's, 1940. Michigan.

4009. Michaels, Cora. Materials read by pupils of three high schools of Jackson County, Alabama. Master's, 1940. Alabama. 59 p. ms.

4010. Rogers, Mary Moore. The determination of objective criteria for the selection of stories for young children. Master's, 1940. California, L. A.

Describes an experiment in which two groups of stories were written—experimental stories which embodied derived criteria and control stories which did not embody the criteria and were read to 2- and 3-year-old children. Finds that the children enjoyed the stories containing the derived criteria to a much greater extent than stories lacking such criteria.

4011. Smith, Merrill D. Developing a greater interest in reading in Brooke township school (Iowa). Master's, 1940. Drake. 65 p. ms.

4012. Warfel, Evelyn M. Sex differences in recreational reading in children aged 9-16. Master's, 1940. Temple. 96 p. ms.

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